DOCUMENT RESUME

ED 289 013 CE 049 070

AUTHOR Landrum, Roger L.
TITLE The Role of the Peace Corps in Education in Developing Countries: A Sector Study. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint Series R-49.
INSTITUTION Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE Jul 84
NOTE 265p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Adult Education; *Agency Role; *Developing Nations; *Education; Foreign Countries; *International Programs; *Policy Formation; *Voluntary Agencies; Volunteers
IDENTIFIERS *Peace Corps

ABSTRACT

This report examines the role played by the Peace Corps education sector in developing countries. Section I provides a general overview of the progress over the past 20 years of education assistance. A case study is presented of education programs in Sierra Leone. Section II provides an overview of distribution of education volunteers worldwide and by programming categories in 1980. Section III considers the current condition. It describes conditions of education in developing countries, addresses the development significance of education, and presents sketches of conversations with host country officials, Peace Corps staff, and volunteers. These sketches convey the influence of the Peace Corps today on students and education systems in Sierra Leone, Togo, and Kenya. Section IV identifies policy areas where decisions can be made and offers recommendations as to decisions that should be made to guide the activities of the education sector. Appendixes, amounting to over one-half of the report, provide a summary overview of education programs in each of the three regions to which the Peace Corps sends volunteers. Each education program is briefly described. (YLB)

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The Role of the Peace Corps in Education in Developing Countries:

A SECTOR STUDY

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Peace Corps

THE ROLE OF THE PEACE CORPS IN EDUCATION IN DEVELOPING COUNTRIES: A SECTOR STUDY

Roger L. Landrum

Reprinted By:
PEACE CORPS
Information Collection and Exchange
Reprint Series R-49
July 1984

JANUARY 1981

Printed 1981 by the U.S. Peace Corps

Peace Corps
Office of Planning and Evaluation
806 Connecticut Avenue, N.W.
Washington, D.C. 20526

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Introduction

This report examines the role played by the Peace Corps education sector in developing countries. An overall review has been necessitated by several factors. In recent years, Peace Corps education programs in scores of countries have been passing through a period of close scrutiny. In the main, this has been an effort to bring the education programs under the discipline of the Basic Human Needs doctrine mandated for all U.S. development assistance by Congress. Now a clear picture is needed of how much reshaping of the education sector has actually taken place. In addition, there has been a spirited debate about a range of policy issues related to redefining the activities and goals of Peace Corps volunteers in the education systems of developing countries. Ministers of Education in several countries, some Peace Corps country directors, and senior staff in the Africa Region of the agency have called for clarification of agency policy, and reconsideration of some aspects of that policy.

Other factors gave impetus to a sector study. Neither inside nor outside evaluators have ever looked systematically at the worldwide involvement of the Peace Corps in education. Many prior evaluation studies, some prepared as far back as 1962, have examined all Peace Corps programs or a particular sector of activity within individual countries. Some of these are excellent pieces of work, but none have traced the history of Peace Corps education assistance in specific countries, and none have pulled information about education programs together into a broader picture of sector activities in a region or worldwide. In an effort to define an agency-wide policy for the education sector, a review was undertaken in 1979 by an agency team, but this position paper reflected a particular policy perspective and did not provide an empirical description of how the education sector actually operates.* A straightforward demographic overview of the sector has been needed for some time, along with an historical and analytical look at what has been the largest concentration of Peace Corps activity since the agency's inception in 1961.

Recent reports by the World Bank and the U.S. Agency for International Development suggest the discovery of powerful relationships between formal education and several key variables in development.** Just as many officials were concluding that education investments have been overemphasized for the past 20 years, these reports have created fresh interest among development assistance decision makers in the education field, including those in the Peace Corps. Questions regarding the distribution

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*Knowledge/Skills Project Review Team (John Sommer, chairman), "Knowledge/Skills Projects and Programming," Memorandum to Peace Corps Country Directors, July 23, 1979.

**World Bank, World Development Report, 1980 and Education Sector Policy Paper, 1980; U.S. A.I.D., "Investments in Education in Developing Countries: The Role for A.I.D.," (Draft) May 7, 1980.

of Peace Corps volunteers among various sectors, and shifts in programming emphasis within the education sector, suddenly take on a new urgency, especially when the demand for education volunteers is still high.

A numbers factor should also be readily admitted as part of the call for a sector review. The Peace Corps has steadily declined in size since the mid-1960s. This has partially reflected an emphasis on quality over quantity since 1967, when the agency peaked in terms of total volunteers overseas. But the decline in qualified volunteers to fill program demand has recently become so sharp as to threaten the viability of the organization. Peace Corps management is faced with difficult decisions about the appropriate mix of programming sectors in particular countries or regions and trade-offs in development impact. Whether the decline in volunteers is partially explained by a phasing-out of certain education programs without a corresponding capacity to implement other types of programs effectively is a critical issue.

Working Procedure

The work on which this report is based was conducted over a period of three months. It has been a large assignment conducted in a short period of time, with roughly the following strategy of documentation and analysis. First, the complete range of education programs in 47 countries has been documented as accurately as possible on a country-by-country and program-by-program basis. The findings have been aggregated on a worldwide and regional basis. The goal was to pin down exactly at what levels of education and in what types of programs Peace Corps volunteers are serving today in the education systems of developing countries.

Trends in the placement of education volunteers--formation of new programs, expansion of certain areas, and decline or phasing-out in other areas--have been examined for the 1978-1980 period, along with near-term projections. Once the weight of existing programs and trends is empirically determined, alternative programming directions and policy choices can be more reasonably discussed. Potential or additional demand for education volunteers beyond current levels has also been examined.

Another level of analysis conducted for this report has involved identification of the policy issues related to the education sector that are being debated within the agency. This has been pursued through a review of agency programming documents and policy statements, through interviews with Peace Corps officials and discussions within key units of the agency, through an examination of decision-making procedures for programming, and finally through observation of a limited number of education programs and interviews with officials in several countries overseas. There is an atmosphere of conceptual guidance for education programming that is exceedingly important. Along with realities of demand for and supply of Peace Corps volunteers, policy concepts and the assumptions behind them determine the shape and quality of the education sector over intervals of at least several years.

It is particularly important to explore policy issues because feelings about the development significance of various education activities can and often do reach a passionate intensity. Much of this in-

tensity is derived specifically from conflicting interpretations of the Peace Corps mission in the context of the Basic Human Needs mandate, but it also comes from positions on a long-standing question: What are Peace Corps education programs contributing to economic and human development overseas? Are volunteers teaching English in Thailand and Togo carrying out the Peace Corps mission or are they wasting valuable resources? Should the Peace Corps continue placing a large number of volunteers in secondary education, and if so, teaching what subjects under what circumstances? Do the education systems in developing nations directly serve the social and economic needs of these countries, and indirectly help to meet the needs of the larger national populations? Or are many education volunteers reaching only an elite segment of the population who, rather than being prepared to help realize the potential for productivity in developing nations, are going through paces passed down from the colonial era?

These are complex considerations, unfortunately given to ready generalizations and judgments by strong-willed and committed people. Ideally, disputes about these and other education sector issues, once clearly defined, could be resolved with solid evidence. But causal relationships between Peace Corps programs--even where rare measurable results are available--and patterns of community or national development are immensely difficult to establish. Indeed, the development process at the micro level is not very well understood as it relates to the macro levels of economic and social progress. Peace Corps activities, which are uniquely people-to-people efforts, are almost always embedded at the local level in larger host country activities. The fact is that most of the policy issues run not to evidence, or even to differing interpretations about whether specific education programs are meeting their goals, but rather to conflicting premises about the priorities of development in Third World nations and to differing assumptions about the ideal role of the Peace Corps.

What a report such as this can do for policy considerations is to clearly define key issues related to the education sector, contrast viewpoints on these issues, assemble what evidence is available, and take some thoughtful positions for the purpose of more sharply focusing what is inevitably an ongoing debate. What has been accomplished by the education sector over time is relevant here, and additional documentation and research that will need to be done in the future.

The relevance of the education sector cannot be determined by focusing entirely on agency policy and operations. Peace Corps education policies and activities can make good sense only within the context of development needs and priorities of host countries, and specifically the education systems of these countries as they relate to broad-based economic and human development. The report therefore provides a general overview of the current condition and progress over the past 20 years of education in developing countries. This is an interesting story, and sheds a good deal of light on the contexts within which education volunteers have worked for two decades, are working today, and may be able to make useful contributions tomorrow.

In the end, a sector study ought to clarify the choices that are available to agency management, from the Peace Corps Director down

through the Regions and the field staff. The final part of this report identifies policy areas where decisions can be made, and offers recommendations as to decisions that should be made to guide the activities of the education sector over at least the next several years. Here some complex considerations come into play beyond the merit of various education activities and needs overseas.

What kinds of education programs are not only desirable but possible, given a limited budget, constraints in host countries, and constraints on the supply of qualified volunteers, training capability, and so on? For example, staff support can make the difference between workable and failed programs. New programming trends--in nonformal education, primary education, and vocational education--require adjustments in recruiting and training of volunteers, and in the groundwork necessary overseas. And trade-offs must be weighed. One set of education programs cannot be expanded without contracting another set of programs or another sector of Peace Corps activity--unless increased funding becomes available and supply of volunteers expands. Even as policies are formulated to guide future programming directions for the education sector, based on cogent development rationales and sensitivity to the cross-cultural aims and strengths of Peace Corps volunteers, a range of pragmatic matters still remain to be solved.

As a former Peace Corps volunteer (Nigeria, 1961-1963), with subsequent professional training and experience in the field of education, I have welcomed this opportunity to become reacquainted with the Peace Corps activities in education in developing countries. Wholehearted cooperation has been given by many people in the Peace Corps and several host countries. In preparing this report, I have been ably assisted by two members of the Office of Planning and Evaluation--Charles Morrison, a former volunteer in Gabon, and Mary Cate, a former volunteer in Sierra Leone--who did much of the research and prepared working papers. We hope that the report will provide useful information and ideas to the Peace Corps as the agency enters a third decade of assistance to developing countries, and as volunteers continue to work for better understanding between Americans and the peoples of Africa, Asia, Oceania, and Latin America.

PART ONE

AN HISTORICAL PERSPECTIVE ON THE EDUCATION SECTOR

1. Overview of Twenty Years of Education Assistance

The Procession of Education Volunteers

When the first wave of 763 Peace Corps volunteers was sent overseas in 1961 and early 1962, President John F. Kennedy defined as their mission in Africa, Asia, and Latin America, "to help foreign countries meet their urgent needs for skilled manpower." At the March 1961 press conference announcing the Executive Order establishing the Peace Corps, Kennedy added that particular emphasis would be placed on volunteers "who have skills in teaching, agriculture, and in health." He expressed his hope that the Peace Corps "will be a source of satisfaction to Americans, and a contribution to world peace."

Among the first 763 volunteers, 258 or 34 percent went into programs of education assistance, setting a pattern of heavy emphasis on the education sector of the agency. The percentage of education volunteers among total volunteers in those first groups varied considerably by region--Africa with 49 percent; North Africa/Near East/Asia/Pacific with 33 percent; Latin America with 7 percent--also setting a lasting pattern.

By 1965, 4,962 volunteers were serving in education programs, accounting for 53 percent of total volunteers (9,357).* Regional percentages of education volunteers were now 80 percent for Africa, 61 percent for NANEAP, and 22 percent for Latin America. The peak years for numbers of education volunteers in Africa were 1965 through 1967, with between 2,324 and 2,468 in service. For NANEAP the peak years were 1966 through 1969, with numbers ranging between 2,152 and 2,580. The peak for Latin America was 1968 with 926 education volunteers. Tables 1 and 2 show the overall totals for education volunteers worldwide and by region from 1961 through 1980.

After 1969, the total number of volunteers overseas began to drop precipitously, with education volunteers following the same trend, but the education sector percentage remained over or near 50 percent until 1971 through 1973, when the percentage dropped in consecutive years to 44 percent, 39 percent, and 38 percent. The sector percentage rose to around 50 percent again from 1974 through 1976, and then began declining to the present level of 40 percent in 1980.

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*Different methods of calculating totals are used. These figures are based on an average of quarterly numbers of volunteers overseas, trainees not included.

Table 1. Worldwide totals for all PCVs, education PCVs, and percentage education PCVs, 1961-1980.

Year	Total ed. PCVs	Total PCVs	Percentage ed. PCVs
1961	258	736	34%
1962	1,539	2,151	71%
1963	2,840	4,751	60%
1964	3,827	7,004	54%
1965	4,962	9,357	53%
1966	5,571	11,032	50%
1967	5,758	12,183	47%
1968	5,320	10,797	49%
1969	4,731	9,348	51%
1970	3,579	7,559	47%
1971	2,962	6,681	44%
1972	2,470	6,291	39%
1973	2,384	6,260	38%
1974	3,247	6,454	50%
1975	3,444	6,652	52%
1976	2,981	5,828	51%
1977	2,286	5,591	41%
1978	2,416	5,350	45%
1979	2,416	5,279	46%
1980	1,992	4,894	40%

Source: 1961-1974 numbers are yearly averages from Peace Corps Statistical Summaries; 1974-1977 numbers are fiscal year averages from the same source; 1978-1980 numbers are from Peace Corps desk officers.

Quietly and steadily, over a period now approaching twenty years, a procession of 31,475 Peace Corps volunteers have participated in one of the great revolutionary forces of the 20th Century: the more general diffusion of education to the masses of children and youth in the developing countries. This amounts to a contribution of 62,951 work years. If we assume that 70 percent of education volunteers have been classroom teachers reaching 100 students a year, clearly a conservative estimate, then Peace Corps teachers have taught 4,721,400 students. What has been done is clearly remarkable for its sheer size, for its timeliness in helping to extend the coverage and improve the quality of nascent school systems, and for the early focus on the development of human resources*

*Volunteers have taught in health, agriculture, and other programs not identified as part of the education sector. A total of 97,210 volunteers have been sworn in for Peace Corps service, indicating that the total number of education volunteers may be higher.

Table 2. Regional totals for all PCVs, education PCVs, and percentage education PCVs, 1961-1980.

	AFRICA			NANEAP			LATIN AMERICA		
Year	Ed.	Total	%	Ed.	Total	%	Ed.	Total	%
1961	116	237	49	134	403	33	8	123	.
1962	633	771	82	796	961	83	110	555	20
1963	1388	1676	82	1196	1532	78	256	1543	17
1964	1889	2325	81	1358	2113	64	580	2566	.
1965	2468	3074	80	1760	2886	61	734	3397	.
1966	2664	3334	80	2152	4083	53	755	3615	.1
1967	2324	3316	70	2563	4773	54	871	4094	21
1968	1814	2759	66	2580	4441	58	926	3597	26
1969	1680	2545	66	2412	3931	61	637	2872	22
1970	1260	2148	58	1676	2884	58	643	2527	25
1971	1072	2092	51	1434	2562	55	456	2027	22
1972	869	2110	41	1271	2400	52	330	1781	18
1973	836	2024	41	1133	2188	51	415	2048	20
1974	1152	2092	55	1373	2250	61	722	2112	34
1975	1379	2326	57	1392	2279	61	673	2047	32
1976	1315	2148	61	1218	2123	57	448	1557	28
1977	1180	2008	58	766	1888	40	340	1695	20
1978	871	1602	54	1037	2030	51	508	1718	29
1979	1221	1996	61	775	1792	43	420	1491	28
1980	1096	1976	55	531	1510	35	365	1408	26

Source: Same as Table 1.

Why Education?

Numbers of volunteers are only the quantitative outline of a more complex story. Education volunteers have worked in teacher training, in curriculum development, on changes in the aims and methods of education, on creating school libraries, and in a wide variety of other activities, including the web of personal relationships that is the heart of the Peace Corps approach. Each country where large numbers of education volunteers have served over a period of years amounts to a separate story. None of these stories have been systematically researched and told. A 1976 evaluation report on Peace Corps operations in Ghana touches upon one dimension of the effort in that country:

> Since 1961, Peace Corps/Ghana has been able to steadily fill the majority of the country's substantial shortfall in teaching positions in secondary education and teacher training. Without this assistance from Peace Corps it is doubtful whether Ghana would have been able to expand

> its school system and to implement its policy of guaranteed free education for all qualified Ghanaians up to the secondary education level without adding considerable strain to its national budget.*

The report goes on to detail aspects of the impact: (1) Peace Corps saves the Ministry of Education a substantial amount of money in teachers' salaries, indirect costs, and developmental costs ($600,000 per year); (2) Peace Corps volunteers teach in bush schools avoided by Ghanaian teachers, permitting the school system to expand in rural areas; and (3) Peace Corps places volunteers in teacher-training positions, which has a multiplier effect on the number of teachers graduated.

In the Philippines, 1,922 education volunteers completed two years of service between 1963 and 1970. The majority served in elementary schools in collaboration with Filipino teachers to introduce modern methods of teaching mathematics, science, and English. Studies indicate that new curriculum guides for elementary math, science, and reading were developed and became widely diffused in the school system. In-service training programs for Filipino teachers were widely instituted. Similar results were achieved in secondary education. Surveys of host country teachers and principals report a large and positive impact from these education programs, extending beyond technical assistance to the Peace Corps goals of enhanced cross-cultural understanding between Filipinos and Americans. Program goals were largely achieved by 1970, permitting shifts in programming to other areas.

The examples of Ghana and the Philippines go a long way in explaining the dominance of the education sector in Peace Corps programming. Many of the countries that turned to the Peace Corps for assistance in the 1960s were just emerging from a long period of colonial domination. The educational needs of the populations of these countries were vast, and matched by a profound determination of leaders and common citizens alike to begin to meet these needs on a large scale. The ideal of mass education--first implemented in America and still not fully accepted in Europe--swept across the Third World with astonishing speed. Rapid development of education systems was viewed at national levels as a precondition for sustaining political and economic independence. At the level of individuals, schooling was viewed as the rite of passage into the modern world. The expansion of school systems that followed the surge of independent nations in the 1960s, and the changes that developing nations have wished to institute in the character of education, are discussed at greater length in a later part of this report. It is these ambitions that explain in considerable part the large demand upon the education sector of the Peace Corps. The different condition of schooling in Latin America, where nations have been independent for some time, also explains the relatively smaller involvement there.

On the supply side, a high percentage of applicants to the Peace Corps were recent graduates of liberal arts college with little prac-

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*N. Boyle, R. Blohm, and C. Helfer, "Peace Corps/Ghana Country Program Evaluation," June 1976.

tical experience beyond their own advanced schooling. Peace Corps programmers thought that many would be able to serve most effectively in the structured education assignments. Both host countries and the Peac Corps quickly found that the education programs were among the most effective in the early Peace Corps repertoire. Education programs gave stability to the overall Peace Corps because education development efforts in host countries were underway with strong support, and because recruitment and training of volunteers for these programs were relatively easier. These factors also added to the sustained emphasis on education programs.

Scrutinizing the Education Programs

The size of the education sector among all Peace Corps activities did not preclude internal agency arguments about the merits of the education programs during the early and middle years of the Peace Corps. From the start there were intense policy disputes within Sargent Shriver's inner circle of top assistants. One side advocated placement of more volunteers outside the existing government infrastructures of developing nations to work on community development tasks among the poorest people. The other side saw education as the trigger to other forms of broadly-based economic and social development. Shriver, a former Board of Education chairman in Chicago, strongly supported the education programs during his entire period as Peace Corps Director, particularly when some of the programs in other sectors turned out to be problematic.*

Numerous overseas evaluation reports from the office directed by Charles Peters (now Editor of the Washington Monthly) were highly critical of the education programs from 1961 through 1963. Evaluators found education volunteers often living in neat houses on school compounds, sometimes with cooks and stewards, seldom learning local languages, and seldom having much interaction with villagers. A 1962 report by Dan Chamberlin described the secondary education program in Sierra Leone as a "nice, comfortable, dull, basically useful but uninspiring program."** He compared it unfavorably with the community-development program he had recently visited in Colombia. Chamberlin's report contained no observations of volunteers or students working in classrooms. It did describe secondary projects and conceded that the volunteers were highly praised by Africans. Shriver asked for a follow-up study by someone who knew something about teaching. David Gelman's December 1962 report characterized the program as "beset by the usual difficulties of teaching programs" but "the thing the Africans want most." He also observed that "impact on the younger generation seems broad and lasting."***

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*For an account of these early programming debates, see Gerard Rice's doctoral dissertation, Kennedy's Children, Chapter 10, University of Glasgow, June 1980.

**D. Chamberlin, "Flash Report on Sierra Leone," April 1, 1962.

***D. Gelman, "Sierra Leone Overseas Evaluation," December 1962.

The tone of evaluation reports on education programs changed when a group of former education volunteers joined Peters' staff in 1964. Robert McGuire's reports on education programs between 1964 and 1966 are among the most illuminating in the sector's record. He concluded his 1964 report on Sierra Leone with the statement that "the 102 teachers are for the most part competent and highly regarded by the government and by local principals...they are doing a good job as judged by Peace Corps staff, principals, Government of Sierra Leone officials, students, and volunteers."*

Still, disputes about whether the large number of education volunteers were meeting the agency's ideal goals, or represented the best use of Peace Corps volunteers, run through the entire record. Programs of volunteers teaching English--in considerable demand from former French colonies--were heavily criticized from some quarters of the agency in terms of development impact. In the July 1967 issue of Peace Corps Volunteer, John Coyne wrote an article called "In Defense of Teaching." An early teaching volunteer in Ethiopia and then on the Peace Corps staff in that country, he argued:

> There is and has always been a segment of the Peace Corps that is convinced that teaching volunteers don't contribute dramatically to the development of a country...For those volunteers seeking challenge in Africa, there is plenty to be found within the classrooms...The continual striving to enlarge a student's world is the more difficult, but most basic of country development ventures.

These disputes continued into the 1970s, and they have intensified again in recent years around interpretations of the Basic Human Needs policy.

Changes in the Sector

The early emphasis of the education sector was on filling manpower shortages in teaching with the goal of expanding access to schooling. Volunteers taught at the primary, secondary, teacher training, and university levels across the full range of subject matter. The numerical concentration was at the secondary level, which remains true today, and in teaching English and the humanities, which is no longer true.

It is not entirely clear why the number of education volunteers dropped so sharply in 1971 through 1973, only to rebound somewhat in 1974 and 1975, and then begin dropping again to the lowest level in 1980 since 1962. Part of the answer lies with the overall decline in applicants and qualified volunteers, which is associated with changing perceptions of the Peace Corps and the Third World in American society. Part of the answer lies with the departure of the Peace Corps from large countries, such as Nigeria, which hosted some of the largest education programs.

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*R. McGuire, Sierra Leone Evaluation Report, 1964.

Shifts in demand is also a factor, as more national teachers became available for various subjects in the school curriculum. But decline in demand for education volunteers has not been a large factor, as will be pointed out in a later part of this report. One of the significant factors has been sudden shifts in programming policy within the agency, as during the emphasis on supplying technicians in the early 1970s ("New Directions") and the emphasis on "Basic Human Needs" since 1977.

Overall numbers of education volunteers have fallen by close to 50 percent in the 1970s, even though the sector has generally maintained its high proportion of all volunteers (see Tables 1 and 2). From 1970 to 1980, education volunteers dropped by 68 percent in the NANEAP Region, by 43 percent in the Latin America/Caribbean Region, and by 13 percent in the Africa Region. Volunteer teaching assignments have heavily shifted into instruction in the physical sciences and mathematics, and more into teacher training, special education, and diversification of school offerings in vocational and technical subjects. English teaching has remained a fairly large activity where it is taught as a foreign language. In general, during the 70s programs have been targeted more carefully to support reforms in education systems, and to reach "the poor majority." The departure of the Peace Corps from several large countries, and the phasing-out of education programs in several others, have permitted a strong continuity of education programming in some countries despite the reduction in absolute size of the sector.

In recent years, guided by the Basic Human Needs doctrine, efforts have been made to establish programs in nonformal education that reach out-of-school and adult segments of populations in rural areas. Volunteer placements within school systems are more closely targeted to new or "developing" schools mostly in rural areas, or to teacher-training colleges and in-service workshops for "multiplier effects," or when it is possible, integrated with host country plans to reform schooling through demonstration programs. Some planners inside the agency see nonformal education as the central future direction for programming. The extent to which this is desirable or feasible is a central issue facing the sector. Timetables established during the mid-1970s for phasing-out the more conventional programs in formal education have proved premature from the point of view of host countries and many Peace Corps country directors. Indeed, the very concept of "centralized" policy and planning for a sector that operates in an enormous diversity of countries and situations is itself a major issue.

Peace Corps "Memory"

The Peace Corps is notorious for a "short memory." The absence of solid longitudinal documentation for education programs in individual countries makes an assessment of the sector's contributions to developing nations over time extremely difficult. The blame for this is usually assigned to the regular two-year turnover of volunteers, who then disappear back into American society, to a two-and-a-half year turnover of country directors and other field staff (with the exception of foreign service nationals on staff), and to a five-year limit on agency employ-

ment. In actuality, the blame lies with lack of a system for documenting programs, assessing impact, and preserving program records. Very little money is assigned to gathering hard evidence over time on program effects in developing countries. Program records that researchers could use in due time are frequently discarded in the field. This is particularly tragic because the Peace Corps represents a unique level of contact between the United States and developing countries.

Although thin, there are some records to draw upon. Annual Statistical Summaries provide a fairly reliable record of volunteer numbers by sector and country (even these were discontinued in 1977). Country evaluation studies provide an irregular record from 1961 to 1969, when they were virtually discontinued until 1976. All together, there are over 250 evaluation reports in the Peace Corps collection. A third record is programming documents from the 1961 through 1968 period (titled "104s"); this record picks up again in 1976 with Country Management Plans.

There are scattered studies undertaken by independent researchers to examine the measurable impact of volunteers. Only a handful of these exist. One of the best examined the influence of Peace Corps teachers on Ethiopian students and found measurable differences on a variety of skills and attitudes that could not be explained by other factors.* A data-gathering system called the "Volunteer Activity Survey" was begun in 1978, providing a useful range of information based on questionnaires sent to volunteers. The richest source of raw information about the Peace Corps, program files in the overseas offices of the Peace Corps accumulated over 20 years, were destroyed in 1978 by order of an ACTION official. Most of the existing records have been gathered in an agency library developed by Rita Warpeha, a former volunteer.

The full sweep and detail of the story of what education volunteers have done in more than 50 countries over 20 years will have to await research in the records for each country, but a case study of one country provides a look beyond the aggregate numbers.

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*G. D. Bergthold and D. C. McClelland, The Impact of Peace Corps Teachers on Students in Ethiopia, Human Development Foundation, 1968.

2. Twenty Years in Sierra Leone

The First Decade

Sierra Leone emerged from the era of colonialism as an independent republic in April 1961. In the same year, the Government of Sierra Leone and UNESCO released "Education and Economic Development in Sierra Leone" to guide further development of a rudimentary school system.

School enrollments had doubled between 1950 and 1960, but still only two percent of those between ages 12 and 17 were going to secondary school, with 23 percent of those ages six to 11 in primary school. The national literacy rate was around 5 percent. The leadership of the new republic immediately placed the highest priority on expansion of schooling and improvements in content and quality. Education was viewed as the key domestic source of skilled manpower required for Sierra Leone to maintain its independence and become an economically sufficient unit. However, 35 percent of 2,414 primary level teachers lacked the most basic credentials. The shortage of secondary level teachers and teacher trainers was even more acute. At least one secondary school had been opened in each of four Provinces, and there were 13 in the capital city of Freetown, but a large portion of secondary teachers and school headmasters were expatriates, mostly from Great Britain, and many of the national secondary teachers lacked college degrees.

It is not surprising that Sierra Leone requested education volunteers when President Kennedy announced the Peace Corps as a centerpiece of his Administration's new policies for developing countries. The initial request was signed jointly by three Ministries. In addition to asking for manpower to meet teacher shortages at the secondary level, the request stated an interest in "American methods of instruction...as contrasted to the more formal approaches characteristic of the past, which offer few economically useful skills and attitudes."

The first Peace Corps program in Sierra Leone provided 37 volunteers in early 1962 to be assigned across the country where secondary schools were in need of teachers. Sierra Leone teachers were the designated counterpart workers. Later in 1962, an additional 55 secondary level teachers were provided, along with a program of 34 community action volunteers. They were followed by 53 volunteer teachers in 1963 and 69 in 1964. As of March 1965, 115 PCVs were serving in Sierra Leone's secondary schools. They taught the full range of subjects required on the exams for the General Certificate of Education. The distribution of volunteers by major subject of instruction as of March 1965 is shown in Table 3.

In 1964, with the apparent success of the secondary school programs, Ahmadu Wurie, the Minister of Education, and William Comton, Principal Education Officer, visited Peace Corps headquarters to bring a request for primary education teachers directly to Sargent Shriver. The Peace Corps had been initially reluctant to respond to requests in

Table 3. Distribution of secondary education volunteers in Sierra Leone by major subject of instruction, 1965.

Subject	No. PCVs
English	24
Math	16
History	14
General science	13
Geography	8
Music	8
Art	5
Home economics	5
Chemistry	4
French	4
Physical education	4
Biology	2
Commercial studies	2
Librarians	2
Physics	1
Sociology	1
Community development	1
Teacher training	1

Source: Peace Corps Statistical Summaries

primary education from African states because of language barriers at this level of instruction, and because of what was then viewed as lack of suitable housing arrangements for volunteers in the rural villages where most primary schools were located. Instruction of young children by American volunteers was also a touchy matter with some prominent African political leaders.

The compelling needs at the primary level are reflected by data from 1968, when the government reported that only roughly 125,000 children out of 500,000 in the age group were enrolled. With 1,000 primary schools countrywide, and 68 percent of 3,729 teachers lacking basic qualifications, the goal of rapid progress toward universal primary education was obstructed.

September 1965 saw the initial Peace Corps program in primary education introduced with 16 volunteers, expanded to a total of 76 by 1967. By 1968, volunteers were located in 83 of the 1,000 schools in roles as teacher educators. They were providing direct instruction to children in English and math, and co-teaching new curriculum units with Sierra Leonean counterparts.

By the mid-1960s, the government and the Peace Corps had outlined several major goals governing the programming of education volunteers:

(1) "By increasing the quantity and quality of education available at all levels, the supply of human resources will increase and opportunities will improve to make a relevant contribution to nationwide development"; (2) the quality of primary education, enrolling some 25 percent of children of school age, must be raised through (a) qualified teachers, (b) better facilities, and (c) improved curricula; and (3) the availability and quality of secondary education, enrolling less than one-fifteenth of the desirable numbers, must be raised to increase the number of secondary graduates countrywide, their skills, and their attitudes toward national needs and sectors of employment.

Table 4 shows the numbers of volunteers by level of education, and annual totals of all volunteers and trainees, for 1962 through 1970.

Table 4. Education PCVs, and total PCVs and trainees, in Sierra Leone, 1962-1970.

Category	1962	1963	1964	1965	1966	1967	1968	1969	1970
Secondary education	96	102	122	112	127	126	152	135	110
Primary education	0	0	0	16	33	78	76	64	43
Teacher training	0	0	0	0	0	1	1	1	5
Total PCVs & trainees*	96	189	244	272	323	515	401	477	334

Source: Peace Corps Statistical Summaries
Note: *Figures for annual totals include volunteers in service and trainees; other figures are volunteers in service in Sierra Leone.

Contributions to Progress in Education

Sierra Leone made great strides in expanding schooling during the 1960s and early 1970s. In 1964 alone, secondary enrollment increased by 17 percent. The Principal Education Officer reported that "if it were not for the Peace Corps, a great many of our schools would simply have to close their doors."

By 1966, there were 12,942 secondary level students enrolled in 61 schools, with 665 secondary teachers. Seventeen percent of these teachers were Peace Corps volunteers. By 1968, secondary enrollment had

expanded to 16,000 students with PCVs now 20 percent of secondary teachers, and 45 percent of those with college degrees. Still, 90 percent of the national population over 10 years old were illiterate and 85 percent were living in rural areas on subsistence agriculture. The government pressed ahead with goals of 1,600 secondary teachers by 1972 and enrollment of 250,000 students. Percentage progress in school enrollments at the primary and secondary levels is shown in Table 5.

Table 5. Sierra Leone enrollments in primary and secondary education by year and percentage.

Level	Year and Percentage		
	1960	1977	1979
Primary	23%	37	39
Secondary	2	11	16

Source: 1960 and 1977 percentages from World Bank; 1979 percentage from Government of Sierra Leone.

Peace Corps volunteers have been closely associated with the expansion of schooling in Sierra Leone, particularly at the secondary level, thereby contributing to the national increase in literacy, in supply of Sierra Leonean teachers for the primary and secondary levels, and educated manpower in general.

Qualitative evidence of impact is more difficult to come by. The evaluation report by Gelman in 1962 provides some. He reported that many volunteers were having a strong impact on their individual settings, citing as examples a volunteer in the Chiefdom of Jimmie Bagbo who had created a 1,000 book library with 110 student members checking out 130-170 books per week, and other volunteers who were revising school history and geography curricula with Africa as the focal point of study. Gelman also reported that some education volunteers were "settling very early into a pattern of complaint which forecloses the experience," having conflicts with headmasters, and "congregating and consorting." Almost all education volunteers at that time complained that no one was helping them with what they were doing as teachers.

Gelman quoted a volunteer who had concluded, "we're filling vacancies, that's all, and I don't think we've changed much." By contrast, another volunteer, in speaking about his students, said:

> Many of these kids have to work, they're penniless and hungry, they stay up half the night studying by candlelight, or they work in a bakery half the night, they cook and iron clothes

> at home or in a shop. When you weigh all that they're against, and the fact that they still manage to put in a day at school, it's amazing they show the enthusiasm they do.

Beyond statistics on volunteer numbers and school enrollments, there are few easy generalizations about the impact of volunteer teachers. A great deal depends upon the eye of the beholder and assumptions about the mission of volunteers. Gelman's report concluded:

> If the rewards of teaching are not immediately apparent, if the volunteers and some of the principals question the usefulness and importance of English instruction, if most of our volunteers are not professional or highly qualified teachers, we may still reap a long range harvest from the teaching projects... their impact on the younger generation seems broad and lasting...teaching is the thing Africans want most ...we are, in one way or another, a success in Sierra Leone.

The most interesting piece of evidence on impact comes from a 1968 study by an independent researcher for the Program in African Studies at Syracuse University. Raymond Lewis examined the impact over several years of some 400 Peace Corps teachers on the 1968 class of 5th and 6th form students (upper secondary level).* He and his African research assistants gathered interview and test data on 90 percent of the student population (1,689 students) at these levels. They reached students at 38 of the 45 secondary schools offering higher form instruction.

The Lewis study divided the students into one group with high exposure to Peace Corps teachers between 1964 and 1968 and a second group with little or no exposure. The objective of the study was to determine whether there were significant differences on a variety of skills and attitudes between the two groups that could not be explained by other influences (using factor analysis procedures).

Lewis reports finding a measurable impact of Peace Corps teachers on the rate at which their students passed subjects for the General Certificate of Education, on awareness of current events, on social trust, and on several attitudes. He also found that students with high exposure to Peace Corps teachers, when compared to the group with little exposure, were more frequently from rural areas, from lower-income families, and the first in their families to attend school. Lewis concluded that education volunteers were supporting the expansion of supper secondary education into newer, more rural, and less prestigious schools, and helping to keep student achievement in those schools as high or higher than in the older, urban, and more prestigious schools.

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*R. J. Lewis, "A Social-Psychological Study of the Impact of Peace Corps Volunteer Teachers on Secondary School Students in Sierra Leone," Syracuse University, July 1968.

The Second Decade

The record of education programs in Sierra Leone becomes obscure during the period of the 1970s when the Peace Corps was integrated within ACTION. No evaluations were conducted, and programming documentation was discontinued until 1977. Records in the Freetown offices of the Peace Corps were destroyed in 1978 by ACTION directive. What is clear is the fact that the total number of volunteers in all sectors plunged from 477 in 1969 to 252 in 1971 and 156 in 1972, then returned to a level of around 200 per year until 1977 when they dropped to 125.

Over the years, volunteers have served in a variety of programs in Sierra Leone: primary and secondary education, teacher training, curriculum development, education planning, preschool education, community action, rural development, agricultural extension, health, and food production. Education has always been the single largest area of programming. Only the secondary school programs have been continuous. Table 6 shows the numbers of volunteers by level of education, and annual totals of volunteers and trainees, for 1971 through 1980.

Peace Corps volunteers continue to work in Sierra Leone today. There were 182 in service in 1980, with close to 100 in education programs. Forty-three volunteers are working in primary education. Thirty-one are conducting in-service workshops for teachers in a variety of subjects with the goal of upgrading the skills of the estimated 60 percent of primary teachers who are "professionally untrained and academically unqualified." Five volunteers are working with primary teachers on the development of an agriculture curriculum, and two are working on health

Table 6. Education PCVs and total PCVs in Sierra Leone, 1971-1980.

Category	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Secondary education	60	52	-*	-	-	-	-	96**	86	80
Primary education	23	15	-	-	-	-	-	28	20	41
Teacher training	5	30	-	-	-	-	-	-	-	5
Total PCVs	252	156	171	183	262	190	125	232	179	182

Source: Peace Corps Statistical Summaries.
Note: *Sector assignments not shown in Summaries for 1973-1977.
**Figures for 1978-1980 from desk officers.

curriculum. Five volunteers teach in primary teacher training colleges. The government estimates that at least 75 percent of enrolled primary students are receiving an inadequate education in terms of study habits, preparation for secondary school, and relevance to basic human needs and employment opportunities. The Peace Corps program is one of the major resources available for dealing with these problems, which result in part from rapid expansion of enrollments.

Forty-nine volunteers are teaching math, science, or vocational subjects in secondary schools. Of the 60,000 enrolled secondary students, 51,000 are in schools in rural areas where there is a shortage of teachers for these subjects. The two secondary teacher training colleges are unable to produce enough teachers to keep up with the expanding school system. The Peace Corps country director will no longer accept requests for teachers of English, history, geography, economics, music or art. Placing volunteer teachers in these areas is discouraged by sector programming guidelines and Sierra Leoneans are available for teaching some of these subjects. Secondary education volunteers are no longer placed in Freetown or Provincial capitals.

Four volunteers teach in special education: two with deaf students, one with physically handicapped children, and one with mentally retarded children. The staff is exploring programming possibilities in nonformal education and adult literacy programs, but there are no firm plans since the Ministry of Education has not laid sufficient groundwork in these areas.

In 1980, the government requested 106 volunteer teachers but the Peace Corps was able to supply only 37.

The 1979 Volunteer Activity Survey suggests some answers to questions often asked about education volunteers in Sierra Leone and elsewhere. Of the teaching volunteers who responded from Sierra Leone, 72 percent said their work was "very useful to development." Ninety-five percent said additional Peace Corps volunteers were needed in their programs. A large majority were very positive about host country people and lived in towns of 10,000 people or less. However, only 45 percent thought that their work would continue once the Peace Corps is no longer involved (the average for all volunteers in the Africa Region is 68 percent). Education volunteers were also asked which socioeconomic segments of Sierra Leonean society their work primarily benefitted. Only 15 percent said this was the top 20 percent; 37 percent said the bottom 40 percent; and 30 percent said all segments equally.*

The Long View

Max Bailor is headmaster of Albert Academy in Freetown, one of the oldest

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*The response rate to the VAS from Sierra Leone volunteers was below 60 percent, so results may be skewed.

and finest secondary schools in Sierra Leone. A man who once turned down a cabinet post as Minister of Education, Bailor is considered by many to be the most distinguished educator in the country. He has been associated with the Peace Corps since 1962, when volunteers were placed at his school, and more recently as project manager of the training programs for education volunteers. Volunteers are no longer assigned to Albert Academy, though Bailor says he would like some, because the Academy has an adequate supply of national teachers.

Bailor was recently asked if it was time for the Peace Corps to get out of education in Sierra Leone. Smiling at the implications of this question, Bailor eased forward in his chair and said that Sierra Leone still needs the Peace Corps. From the beginning the Peace Corps teachers have been a force for development and change, he said, and they still are. "We don't have enough math and science teachers, since the colleges only produce 20 graduates a year in these fields. We are still expanding enrollments and we don't have enough teachers of commercial, vocational, and other subjects." In fact, he added, at the last annual meeting of secondary school principals we discussed declaring the teaching of English a scarce skill to try to convince the Peace Corps to give us some English teachers.

"I know that some volunteers feel that they are not achieving anything and become frustrated," Bailor said, "but that is because they are young and have a short view, and because education is an industry without immediate effects. They have achieved plenty in the years they have been coming here, and we need more of them. We would like a mix of teachers with more experience, and more volunteers who come two or three years after they have graduated from college. We would like a little less informality, but they are important to what we are trying to do in education, they are not forced on principals, and they do not displace qualified Sierra Leonean teachers." Bailor especially praised the teaching volunteers for the ease with which they mix with Sierra Leoneans, and for the many community projects they have initiated.

Francis Seilenga and Sadu Turay, both Sierra Leoneans who are Associate Peace Corps Directors for education programs, say that Peace Corps teachers have had a large influence on educational practices in the country over the years--on teaching methods, attitudes toward learning, and curriculum--in addition to the instruction they have provided to individual students.

Ironically, the American Peace Corps staff and the volunteers now in the country know almost nothing about the history of the Peace Corps involvement in education in Sierra Leone or about changes in the school system since 1960; it is the nationals who have the long view of Peace Corps teachers and their impact. Seilenga speaks with a quiet passion about the significance of an educated populace for the building of a social order he will not live to see. He has devoted a large portion of his career to nurturing the contributions of Peace Corps teachers to the development of education in Sierra Leone.

Available evidence of impact is certainly not the same thing as impact itself, but when what evidence there is of the years of Peace

Corps involvement in education in Sierra Leone is sifted, it seems that a great deal has been contributed to the progress of the school system and to many thousands of students. Not the least of the accomplishments is the esteem that has accrued to the Peace Corps, and the knowledge that volunteers carry home with them.

Equally clear is the fact that despite all that has been accomplished over the last 20 years, Sierra Leone, as a low-income country, has a great deal of work left to do in expanding and improving the quality of its school system, and sees a continued role for Peace Corps teachers.

PART TWO

DISTRIBUTION OF EDUCATION VOLUNTEERS AND PROGRAMMING TRENDS, 1978-1980

3. Worldwide Review

Introduction

A former Deputy Director of the Peace Corps, Bill Moyers, said in 1963: "Programming is the key...programming is to the Peace Corps what those 40-foot roots are to the 20-foot willow tree in my back yard."

This is even more true today, as the Peace Corps seeks to make effective contributions to development under changing conditions with a diminished supply of volunteers. Volunteers are the basic resource and raw material. Programming is the use of coherent development strategies to direct the talents of volunteers to the areas of human need mutually defined by the host countries and the Peace Corps.

Distribution of volunteers by types of programs and regions of the world is the most basic data about programming. It reveals where the education volunteers are, what their basic assignments are, and changes that are taking place in the Peace Corps role in education. This section of the report provides an overview of distribution of education volunteers worldwide and by programming categories in 1980. It is accompanied by a discussion of regional programming trends since 1978, some of the factors underlying these trends, and problems and dilemmas associated with education sector programming. In preparing this section of the report, each and every Peace Corps education program was documented country-by-country. This was done through reviewing country and regional management plans and programming papers, and through interviews with country desk officers, regional officials, former volunteers and staff, and field staff visiting Washington. A complete description of all education programs--organized by country and region--can be found in the Appendices.

Overview of Distribution

The great majority of education volunteers in 1980 served within the school systems of developing nations, where they worked with enrolled students and host country teachers, or in activities related to formal education. These placements accounted for 1,847 or 93 percent of the total 1,992 education volunteers. Only 145 volunteers, or 7 percent, were active in nonformal education programs serving out-of-school populations.* Description of education volunteers by region and programming category in 1980 is shown in Table 7. Distribution by region and country is shown in Table 8.

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*It is important to note that some programs which reach out-of-school populations and are essentially nonformal education--for example, extension programs in health and agriculture--are assigned by Peace Corps officials to other sectors. Thus 7 percent understates the actual number of volunteers reaching these populations in basically educational roles.

Table 7. Distribution of education volunteers by region and program category, 1980.

Program category	Number of education PCVs				
	AFRICA	NANEAP	LA/C	TOTAL	%
Secondary education	898	376	53	1327	66%
Primary education	2	11	19	32	2
University education	43	36	18	97	5
Special education	16	42	60	118	6
Teacher training	80	31	108	219	11
Primary	52	18	65	135	7
Secondary	28	13	32	73	4
Preschool	0	0	7	7	0
Other	0	0	4	4	0
Curriculum development	12	1	10	23	1
Vocational education	0	8	18	26	1
Nonformal education	45	21	79	145	7
Adult education	0	5	0	5	0
Total	1096	531	365	1992	100%

Note: Volunteer numbers are as of May 30 for Africa, and September 30 for LA/C and NANEAP. The sources are Peace Corps country desk officers and Country Project Lists. The same dates and sources apply to other Tables in this section.

Table 8. Distribution of education volunteers by region and country, 1980.

Region and Country	No. Ed. PCVs	Country	No. Ed. PCVs
AFRICA			
Benin	6	Lesotho	38
Botswana	44	Liberia	89
Cameroon	50	Malawi	5
Central African Republic	14	Mali	19
Gabon	24	Mauritania	2
The Gambia	12	Niger	39
Ghana	87	Rwanda	5
Ivory Coast	35	Senegal	32
Kenya	168	Seychelles	1
		Sierra Leone	110

Table 8 (contd)

Region and Country	No. Ed. PCVs	Country	No. Ed. PCVs
AFRICA			
Swaziland	69	Upper Volta	44
Togo	73	Zaire	130
NANEAP			
Fiji	52	Philippines	16
Korea	17	Solomon Islands	9
Malaysia	57	Thailand	76
Micronesia	30	Tonga	59
Morocco	99	Tunisia	2
Nepal	60	Western Samoa	65
Oman	15	Yemen	1
LA/C			
Belize	25	Eastern Caribbean	39
Brazil	17	Ecuador	35
Chile	43	Honduras	69
Colombia	26	Jamaica	53
Costa Rica	24	Paraguay	34

Major Programming Trends

Several important trends become apparent from a review of all Peace Corps education programs. First, they remain by far the largest area of Peace Corps activity. Forty percent of the total 4,894 volunteers serving worldwide in 1980 were placed in education programs. These 1,992 volunteers were serving in 47 countries--55 percent in Africa, 27 percent in NANEAP, and 18 percent in LA/C. Demand for education volunteers in many countries and programming categories remained higher than the Peace Corps could supply.

Second, a sizeable decline in the education sector has occurred since 1978--33 percent. All programming categories have declined except vocational education and nonformal education. Regional decline in education volunteers since 1978 was 23 percent in Africa (334 volunteers), 49 percent in NANEAP (506 volunteers), and 28 percent in LA/C (143 volunteers). This amounts to a worldwide reduction in education volunteers of 983. Multiple factors account for the decline, operating unevenly

across specific countries and program categories. The effects of these factors on specific programs and countries can be disentangled only by careful analysis, if indeed they can be disentangled at all. Education sector decline between 1978 and 1980, compared to total volunteers during the same period, is summarized in Table 9.

Table 9. Comparison in decline of total volunteers and education volunteers, 1978-1980.

PCVs	1978	1979	1980	No. & % change
Total	6,165	5,278	4,894	-1,271 (-21%)
Education sector	2,975	2,356	1,992	- 983 (-33%)

Note: Countries in which Peace Corps had no volunteers in 1980 are not included in 1978-79 totals (Afghanistan, Bahrain, Chad, El Salvador, Nicaragua).

Third, efforts to adjust education programs according to new policy guidelines based on the Basic Human Needs mandate have had various effects, some intended and some unintended. More education volunteers have been placed in rural areas so they reach poorer segments of the population, while fewer have been placed in settings where they reach "future leaders." Education programs have been integrated within host country plans for educational reform, with a particular emphasis on placements in vocational and nonformal education. Education volunteers have been urged to become involved in "secondary projects" outside school compounds, and some programs in the NANEAP Regions have been redesigned to "cross-over" into other programming sectors. Several categories of education programming have been de-emphasized. The effects of the new policies have varied somewhat by region, and also by program category. The extent to which these trends are related to the decline in number of education volunteers, without a corresponding capacity to expand programming in other areas, is a major consideration for the Peace Corps. So is the question of the extent to which programming trends in the education sector have improved program quality and impact on development.

Volunteers in Secondary Education

The greatest concentration of education volunteers, by almost sevenfold, is in programs of assistance to secondary education. Eighty-one percent of all education volunteers in Africa and 71 percent in NANEAP work in secondary education programs. Sector distribution is very different in LA/C, with only 15 percent of education volunteers in secondary

education. Regional distribution of the 1327 volunteers by teaching assignments is shown in Table 10.

Table 10. Distribution of secondary education volunteers by region and major subject of instruction, 1980.

Subject	Africa	NANEAP	LA/C
Math/Science	434	154	10
English/TEFL	278	157	2
Arts/Language	23	1	2
Vocational/Technical	163	52	36
Other	0	12	3
Total	898	376	53

Secondary Math and Science Teachers

Math and science teaching was the largest single programming area in the education sector in 1980, with 434 volunteers in these placements in Africa, 154 in NANEAP, and 10 in LA/C. They accounted for 30 percent of all education volunteers and 12 percent of all Peace Corps volunteers.

The size of this programming area reflects acute shortages of qualified math and science teachers in many Africa and NANEAP Region countries, a generally low level of student achievement in these subjects in low-income countries, particularly in Africa, and the perceived significance of knowledge in the physical sciences and mathematics to the process of modernization and development.

Demand for Peace Corps math and science teachers is much greater than the Peace Corps can presently supply, probably by two-fold. Meeting demand is particularly difficult for French-speaking African countries, for which the agency must recruit volunteers with either math/science majors or minors, plus a background in French, or those who can quickly be trained for sufficient French proficiency to teach effectively with an unfamiliar syllabus at the secondary level.

Despite high demand, Peace Corps volunteers in math/science teaching have been sharply reduced since 1978, by 30 percent in Africa (from 622 to 434), by 30 percent in NANEAP (from 220 to 154), and by 58 percent in LA/C (from 24 to 10). This has resulted from several factors. The major factor is a shortage of qualified volunteers. The total number of math/science majors among American college graduates is declining, which makes recruiting Peace Corps teachers of these subjects that much more difficult. At the same time, competition for volunteers qualified to teach these subjects is high. Because of budget limitations, Peace Corps must cut back

volunteers in some areas to supply volunteers in other areas. In several NANEAP countries an adequate supply of qualified host country teachers has become available. In several other NANEAP countries where there is demand for Peace Corps math/science teachers, active programming has been suspended because field staffs have stopped placing volunteers in the teaching of academic subjects.

The Peace Corps is faced with a number of obstacles in responding more fully to requests for teaching volunteers in math and the sciences. It is in some ways remarkable that the agency has been able to make such large contributions in these fields across a wide variety of cultural and linguistic conditions, with scarce resources.

To respond more fully to demand, several options are being discussed. One is intensive training of applicants with math or science minors, either in French for teaching at the lower secondary level in Francophone African countries, or in math/science instruction for teaching at the higher secondary levels in Anglophone African countries. A second option is intensive training for B.A. Generalists who have high math or science aptitude, but many countries are skeptical about accepting skill-trained volunteers in these subjects. A third option is finding new ways of interesting experienced teachers or graduate/undergraduate students with math/science specializations in the Peace Corps and global development.

Distribution of volunteers teaching math and science is shown in Table 11.

Table 11. Distribution of volunteers teaching math and science by region and country, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA		LA/C	
Botswana	12	Belize	6
Cameroon	35	Eastern Caribbean	1
Central African Republic*	2	Honduras	3
The Gambia	4	Total	10
Ghana	53		
Ivory Coast*	7		
Kenya	101	NANEAP	
Lesotho	19		
Liberia	34	Fiji	35
Mali*	9	Malaysia	38
Mauritania*	2	Nepal	38

Table 11 (contd)

Region and Country	No. PCVs	Region and Country	No. PCVs
Sierra Leone	54	Tonga	12
Swaziland	29	Western Samoa	31
Togo*	38		
Zaire*	35	Total	154
Total	434		

*French-speaking African nations

Secondary English Teachers

In 1980, 394 volunteers were teaching English as their primary Peace Corps assignment. This is a negligible programming area in LA/C, with only two volunteers. In NANEAP, 157 volunteers were teaching English, accounting for about a third of all education volunteers in the region. In Africa, 278 volunteers were teaching English, representing a quarter of all education volunteers in the region and 14 percent of total volunteers. Eighty-five percent (235) were teaching in French-speaking African countries, where they accounted for a large portion of Peace Corps presence (half of education volunteers and a quarter of all volunteers). Only 43 were teaching English as a major assignment in English-speaking African states.

In NANEAP, about half of the English-teaching programs are designed to combine a TEFL assignment with a second assignment defined as serving basic human needs. This is the "cross-over" concept leading toward a phasing-out of English teaching programs in favor of programs thought to have more development impact. In fact, most of these volunteers are spending a majority of their time teaching English.

Since 1978, TEFL programs at the secondary level in the NANEAP Region have undergone a dramatic reduction. The number of volunteers has decreased by 260, or 60 percent, over two years. Dual factors are operating on this area of programming. In some countries, decreases are primarily attributable to availability of host country teachers (Tunisia, Malaysia). In others (Fiji, Morocco, Tonga), the recent decreases are due to shifts in Peace Corps programming practices. Country staffs report that Fiji, Micronesia, Morocco, Nepal and Thailand are requesting additional TEFL volunteers because the teaching of English is considered an important aspect of government development plans where the Peace Corps can be of assistance.

In Africa, few of the French-speaking countries are self-sufficient

in terms of secondary English instruction. At the same time, many of these countries require English for graduation because of the importance of trade with English-speaking countries. Senegal, Ivory Coast, Gabon, and Zaire continue to expand school enrollments, and are forced to hire large numbers of expatriate teachers to meet English language teaching requirements. These countries place a high value on Peace Corps English-teaching programs. Volunteers--with English as a native language and intensive training in TEFL methodology--have been observed to be highly effective teachers. They also represent a savings to education budgets over hiring other expatriates. Finally, the teaching of English is seen by African governments as meeting Peace Corps goals, since English is viewed as important to development of trade, Pan-African goals, and cross-cultural understanding.

There is also still considerable demand for Peace Corps English teachers from some English-speaking African countries, although Peace Corps has been reluctant to supply them in recent years. Volunteers with other assignments, including some health and agriculture sector volunteers, are sometimes enlisted to teach English in secondary schools as a "secondary project."

In the 1978-1980 period, volunteers in English-teaching programs in Africa decreased by 27 percent, from 383 to 278. In French-speaking countries, the drop was from 325 to 225 volunteers. Unlike math/science teachers, the problem of meeting demand in this case is not primarily one of qualified applicants.* Many applicants or potential applicants to the Peace Corps have skills in this area, and this is an area for which many B.A. Generalists can be easily trained. The dilemma for the Peace Corps is trade-offs in development impact that must be weighed between TEFL programs and other programs. One school of thought in the Peace Corps argues that English-teaching programs neither address basic human needs nor carry very much development significance. Another school of thought argues that most volunteers teaching English make significant contributions to host countries and serve the goals of cross-cultural understanding.

The dilemma is well illustrated by the case of TEFL programming in Togo. About 275 Peace Corps volunteers have taught English to Togolese students and teachers-in-training since the beginning of Peace Corps collaboration with Togo in the early 1960s. These teachers have worked with perhaps 50,000 students over the years, which represents very wide contact in a country that had only 22,000 secondary school students at the midpoint of Peace Corps assistance in 1970. Even a glance at the record shows major contributions. Bob Chessman, a volunteer in the early 70s, rewrote the existing textbook of English instruction in terms of relevance to Togo culture. The new text was then widely used in Togo and Benin. A 1977 Peace Corps/Togo Country Evaluation Report indicated that 42 TEFL teachers were placed in 38 towns and villages across the country and expressed high satisfaction with their assignments. However, this report

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*In a December 1980 survey of Africa Region country directors, 52 percent indicated that the major constraint on expanded TEFL programming is basic human needs programming criteria, 16 percent indicated availability of qualified volunteers, and 15 percent indicated an adequate supply of host country teachers.

recommended that the "present slot-filling system should not be continued." Several reasons were given. The program had been operating for many years, there were no data proving that the program had impact, and the Ministry of Education allegedly had not increased its capacity to carry out English teaching with Togolese teachers.

The Togo government viewed the situation very differently. Secondary school enrollments grew by over 500 percent during the years from 1965 to 1976 (from 13,000 to 81,000 students). The number of secondary school teachers, including Peace Corps volunteers, grew less than half as fast. As primary level enrollments increased by 11 percent a year, the government was struggling to expand secondary level enrollments of less than 30 percent of the age group. More than 20 percent of the national budget was invested in education. English had been made a compulsory subject at the secondary level due to the importance of trade relationships with Nigeria to the east and Ghana to the west. And recently, 92 percent of 220 English teachers recruited from Ghana were found to have fake credentials and fired.

Add to these factors the fact that the contributions of Peace Corps English teachers to the country since the 1960s were highly regarded. Many in the present government, and a large portion of all educated Togolese, have had Peace Corps volunteers as English teachers. Mark Dagbovi, the Togolese Associate Peace Corps Director for education programs, claims that the Peace Corps has vastly improved the quality of English instruction in Togo, and that volunteers will continue to be needed in this area for some years as the country attempts to break with French educational patterns. In response to all these factors, Peace Corps has agreed to supply TEFL teachers through at least 1984.

With high demand for English-teaching volunteers from Africa and some countries in NANEAP and limited resources on the Peace Corps end, this is an area of programming in which the sometimes conflicting priorities of host countries and the agency must be carefully weighed. The development impact of English-teaching programs should be thoroughly analyzed. The viability of the "cross-over" concept in NANEAP programs, and its impact on the perceived legitimacy of TEFL programs in the eyes of both volunteers and host countries, should also be reviewed. In the present agency climate of negative commentary about programs of English teaching, volunteers in these programs have indicated they feel like "second class" citizens. The country distribution of Peace Corps English teachers in NANEAP and Africa is shown in Table 12.

Table 12. Peace Corps English teachers at the secondary level in Africa and NANEAP, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA		NANEAP	
Botswana	12	Morocco	78
Cameroon	14	Nepal	19
Central African Republic	10	Oman	13
Gabon	21	Thailand	37
Ghana	2	Tonga	3
Ivory Coast	21	Western Samoa	7
Kenya	20	Total	157
Liberia	6		
Niger	25		
Senegal	30		
Sierra Leone	3		
Togo	19		
Upper Volta	35		
Zaire	63		
Total	278		

Secondary Vocational and Technical Education

Vocational education is an area of Peace Corps programming with solid demand and modest growth. In 1980, 251 volunteers were teaching in these programs. They accounted for 12.5 percent of all education volunteers. From 1978 to 1980, volunteers teaching vocational and technical subjects at the secondary level in Africa increased by 48 percent, from 110 to 163. In NANEAP, they increased marginally from 45 to 52; in LA/C they held steady at 37 in 1978 and 36 in 1980. This is an area of the education sector where host country development priorities and Basic Human Needs policies easily mesh.

In the Latin America/Caribbean Region, demand for Peace Corps education programs has been low. There is a great deal of poverty in the region and Peace Corps host countries have all the characteristics of developing countries, but these are mostly middle-income developing countries. In general, they have higher standards of living, school enrollment levels, and literacy rates than countries in Africa and NANEAP. There is an adequate supply of teachers in most areas. However, Peace Corps teachers in agriculture, mechanics, wood-working, welding, carpentry, plumbing and masonry are in considerable demand. Small vocational education programs are operating in Belize, Ecuador, Honduras, Jamaica,

and the Eastern Caribbean. These programs could be expanded if the highly-skilled and experienced volunteers generally requested by the host countries could be found in larger numbers, or if skill-trained generalists could be shown to perform effectively after training.

Many African countries are placing an increasing emphasis on vocational and technical education because of the importance of manpower with these skills to the expansion of productivity in agriculture and industry. The academic curriculum at both the primary and secondary levels has not in the past adequately prepared the portion of students who do not enter white-collar jobs. Vocational courses and tracks are now being integrated into the school curriculum in many African countries, with a resulting need for teachers and materials since nationals with the necessary training are not yet available in large numbers.

Further expansion of Peace Corps vocational education programs in Africa faces obstacles. Many requests are for "scarce skill" volunteers, as in LA/C. The problem of qualified volunteers is particularly acute for the French-speaking countries. Three-quarters of the 160 vocational education volunteers in Africa in 1980 were serving in English-speaking countries.

Other obstacles to programming are the underdeveloped infrastructure and lack of efficient planning for vocational education in many African school systems. Schools often lack necessary instructional equipment, forcing teachers into abstract lectures without hands-on experience or demonstrations for students. In some cases, headmasters, teachers, students, and parents view vocational education as less desirable than traditional academic subjects.

An example of typical problems is a new program in Zaire, where 15 volunteers were assigned to teach electricity, auto mechanics, and general mechanics in far-flung rural technical training schools. They found classrooms without equipment, weak logistical support, and unstable institutional arrangements in local communities. Field staff decided to phase-out the program, but volunteers used vacation periods to scout for viable postings. With the resulting turnaround in volunteer morale, 10 replacement volunteers have now been requested for Fiscal Year 1981. Recruiting and training these volunteers will be difficult because of the French language requirement and necessary expertise in the subjects. If qualified volunteers can be found, the program has a future. A "Practical Schools Program" in Senegal collapsed because students from rural villages did not adequately respond to training that would not conclude with an official diploma, and resources promised by the World Bank fell through. On the other hand, vocational programs in Togo--where the government fully backs changes in the curriculum of traditional schools, where students and structure are in place, and where national exams are being modified--have been successful.

Although program expansion will have to be gradual, these programs address a clear-cut need in African education, programming is improving with experience, and demand for Peace Corps volunteers is likely to be strong for the foreseeable future.

In the NANEAP Region, vocational education is one of only two education programming areas where the number of volunteers has not dropped

since 1978. It is clear that country staffs have made vocational education a programming priority. Still, the number of volunteers has increased only from 49 in 1978 to 52 in 1980. Staffs in Malaysia, Morocco, Tunisia, Oman, and the Philippines all report problems with obtaining volunteers with the requested skills and experience for technical or agricultural education. It has also proved difficult to keep volunteers in existing programs for a full tour of service. Highly-skilled vocational education teachers, who are often older and with less liberal arts education, are said to be less flexible than B.A. Generalists. Many either feel that the schools to which they are assigned are not adequately equipped for them to do their jobs or they experience problems in adjusting to cross-cultural settings. Teaching vocational subjects in local languages in Thailand and Malaysia represents an added difficulty. Some countries in the region continue to place more value on Peace Corps programs in academic education--math/science, TEFL, and so on--than those in vocational education.

The successful vocational education programs in the region have placed skill-trained volunteers in projects providing basic, hands-on training rather than advanced theoretical training. The Peace Corps is able to recruit for these programs, and volunteers seem to find more job satisfaction. The obstacle to expanding these programs is the hesitancy of some governments in the region to accept skill-trained volunteers. Those that have are closely watching the success of Peace Corps training.

Table 13. Distribution of volunteers in vocational and technical education by country and region, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA		LA/C	
Botswana	7	Belize	2
The Gambia	5	Ecuador	13
Ghana	3	Honduras	4
Ivory Coast	2	Jamaica	4
Kenya	14	Eastern Caribbean	8
Lesotho	4	Paraguay	5
Liberia	32		
Malawi	2	Total	36
Senegal	2		
Sierra Leone	28	NANEAP	
Swaziland	25		
Togo	3	Fiji	7
Upper Volta	8	Micronesia	7
Zaire	28	Morocco	8
		Philippines	6
Total	163	Western Samoa	5
		Tonga	17
		Tunisia	2
		Total	52

Primary Education

Few Peace Corps volunteers have been teaching full-time in primary schools: 70 in 1978, 64 in 1979, and 32 in 1980. The substantial decrease has been in the NANEAP Region, from 51 in 1978 and 53 in 1979 to 11 in 1980.

There is an adequate supply of host country teachers in primary education in LA/C, and most countries in the region do not want foreigners teaching young children. The only sizeable program is in Costa Rica, where skill-trained volunteers in an on-going and successful program are each working with 10 to 15 schools in demonstration gardening. There are problems with quality of elementary education in the region, creating some demand for the Peace Corps in teacher training.

In Africa, only two volunteers were teaching primary school students in 1980. However, in Swaziland Peace Corps staff are planning a new program placing math and science teachers at the primary level. The goal will be to see if having math and science instruction provided by specialists will improve learning. Achievement levels in these subjects by primary students in many African countries is on the average very low, and this is passed on to the secondary level. One result is an eventual shortage of math and science majors at the university level, which is then passed on as shortages for industry and the work force of teachers. African governments will have to undertake major efforts to break this cycle, and the Peace Corps may be called upon to play an enlarged role at the upper primary levels. In addition to Swaziland, Kenya is considering an official request for 40 volunteers in math and science at the seventh through ninth grade levels of a restructured primary school system.

In the NANEAP Region, 11 volunteers were teaching in primary school classrooms in 1980, in outer islands or rural villages of Micronesia, where they were filling-in for host country teachers who were receiving additional training. In addition to teaching, the volunteers are designing and implementing health education curriculum. Primary education is not an active programming area in the region.

The World Bank's recent study, World Development Report, 1980, places strong emphasis on the significance of basic education (at least four years) to several variables critically important to the process of development: decreased fertility rates, improved child care, improved agricultural productivity, responsiveness to change and innovation, and sense of national identity.

With the fresh emphasis on primary education among development assistance experts, and as qualitative education goals for developing school systems gain in emphasis alongside quantitative goals, the Peace Corps will face choices related to expanding the role of volunteers in primary education. Most of the choices will likely be in the fields of teacher training or curriculum development.

Volunteers in Teacher Training

In 1980, 219 volunteers were working in the field of teacher training, or 11 percent of total education volunteers. Of these, 135 were working in teacher training for primary education: 65 in LA/C, 52 in Africa, and 18 in NANEAP.

The largest program in LA/C is in Paraguay, where 29 volunteers are working with in-service teachers in rural schools to up-grade teaching of basic skills. Other programs in the region--in Belize, Eastern Caribbean, Honduras, and Jamaica--variously provide short courses and demonstration lessons in remedial reading, math, and practical subjects such as food production and health.

In Africa, a large program in Sierra Leone provides in-service workshops and demonstration projects for primary school teachers in math, health, agriculture, general science, and arts and crafts; plus 5 instructors at teacher training colleges. Another large program in Togo has volunteers developing new primary level curriculum in agriculture and health, and introducing these to teachers through demonstration lessons and community projects. This program supports a national education reform plan. Programs of teacher training in health education have recently been introduced, or soon will be, in Central African Republic, Liberia, and Senegal.

In NANEAP, teacher training is not an active programming area. The Regional Office claims to be unclear about the emphasis teacher training programs should receive under current programming guidelines.

Teacher training for primary education is a potential growth area for Peace Corps, if the supply of trained and experienced teachers can be enlarged, and if existing programs demonstrate their effectiveness.

Teacher training for secondary education involved 73 volunteers in 1980: 32 in LA/C, 28 in Africa, and 13 in NANEAP. Programs in the Eastern Caribbean (5 volunteers), Honduras (17), and Jamaica (10) had Peace Corps teacher trainers providing both pre-service and in-service training in a wide variety of subjects--home economics, nutrition, industrial arts, guidance counseling, physical education, special education, and technical education. All of these programs are reported to be successful and ongoing at about the same size.

In Africa, 28 volunteers in teacher training for secondary education were scattered in seven countries. Small numbers were teaching TEFL methodology at teacher training colleges in Cameroon, Central African Republic, Ivory Coast, and Niger. A contingent of seven in Mali at teacher training colleges were teaching English literature, TEFL methodology, linguistics, translation, and composition. One was training math teachers. A contingent of nine in Ghana were training teachers of vocational education for technical centers.

The 13 secondary level teacher trainers in NANEAP were located in Malaysia (1), Morocco (4), Tonga (5), and Western Samoa (3). Volunteers in Tonga are providing TEFL and math/science instruction at teacher training colleges, and in-service training in vocational education. The four

in Morocco are teaching TEFL at a teacher training college in Rabat. The program in Western Samoa is phasing out.

Very little information is available on the work of these volunteers, since many are in individual placements. Most have had more experience or training than the average teaching volunteer. Their placements have high potential for impact on the supply of teachers in the countries where they serve.

University Education

Peace Corps programs in university education have been sharply declining. Volunteer strength has dropped by 53 percent between 1978 and 1980, from 208 to 97. This trend cuts across all regions, with volunteers teaching in universities declining from 84 to 43 in Africa, from 75 to 36 in NANEAP, and from 49 to 18 in LA/C.

All unversity education programs in LA/C are being phased-out. Peace Corps is leaving Brazil entirely. The other programs (Belize, Ecuador, Jamaica) are not viewed as meeting education sector guidelines under the basic human needs concept.

In Africa, there is a strong tradition of Peace Corps programs in university education. However, universities in some host countries have increased capacity to staff faculties with either nationals or qualified Africans from other countries. A large Peace Corps program of medical education in Kenya will phase-out in 1981 because the Ministry of Health foresees enough qualified Kenyans to fill faculty positions. On the other hand, developing universities and departments are still requesting volunteers. The English Department at Togo's University of Benin would collapse without foreign faculty members (only 4 of 14 in this large department are Togolese). Several volunteers with excellent credentials teach in this department. At least one of these volunteers--with a graduate degree in literature, teaching experience, and fluent French--specifically requested a university and urban post.

Application of basic human needs criteria to education sector programming in recent years has discouraged university placements for volunteers through emphasis on volunteer placement in rural areas, serving poor segments of the population, and teaching non-academic subjects. The volunteers at the University of Benin would never have arrived without the intervention of the American Ambassador, the Minister of Education, and a new country director to halt phasing-out of the program.

Volunteers qualified for university placement are not abundant among applicants, but there will probably be continued selective demand for Peace Corps university teachers in Africa, and a small supply of talented volunteers who strongly prefer these assignments. The issue is whether the Peace Corps should continue to de-emphasize such assignments and relegate them to "special consideration" status--or develop a more positive rationale for these programs when volunteers are needed and serve Peace Corps goals with distinction.

In NANEAP, the only sizeable university teaching programs are in Fiji (10 volunteers), Malaysia (6), and Thailand (15). A program in Nepal was phased-out due to political turmoil and low volunteer satisfaction. A program in Malaysia is phasing-out as an adequate supply of qualified nationals becomes available. Recruiting qualified volunteers and teaching in foreign languages have also been obstacles to programming. As a result of these problems, combined with programming criteria emphasizing rural placements serving the poor, active programming in university education in the region has ceased.

Table 14 shows distribution of volunteers in university teaching by region and country in 1980.

Table 14. Distribution of volunteers in university education, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA			
Benin	6	Brazil	7
Ghana	1	Ecuador	1
Kenya	15	Jamaica	7
Liberia	1		
Malawi	4	Total	18
Niger	1		
Rwanda	4	NANEAP	
Swaziland	2		
Togo	2	Fiji	10
Zaire	7	Malaysia	6
		Nepal	1
Total	43	Philippines	4
		Thailand	15
LA/C			
		Total	36
Belize	3		

Special Education

Special education volunteers accounted for six percent of the education sector in 1980. However, volunteer strength dropped by 36 percent from 1978, from 183 to 118. The decrease came largely in LA/C, with a reduction from 116 volunteers in 1978 to 60 in 1980. Volunteer strength increased from 39 to 42 in NANEAP during these two years, and decreased from 28 to 16 in Africa.

Special education is not yet a very active programming area in Africa. Few African governments consider this area of education a development priority, though individual education leaders in some countries have a strong commitment. The Peace Corps program in Kenya had 10 volunteers in 1980, and the government plans to expand special education. Six volunteers in Sierra Leone work with deaf, mentally retarded, and physically handicapped children, and also train counterpart teachers. While not a government priority in Sierra Leone, several prominent educators hope to expand special education and rely on Peace Corps assistance. Ghana has requested a consultant to help plan a teacher training curriculum as a prelude to requesting a Peace Corps program.

In NANEAP, special education is one of only two sector programming areas that have increased in volunteer strength since 1978. Requests come mainly from the middle-income countries of the region, and often call for highly-skilled volunteers. Peace Corps has problems meeting these requests, and country staffs in the region are attempting to shift programs away from a small number of specialists placed in existing institutions in urban areas to skill-trained B.A. Generalists who will help identify community needs in special education. If successful, this reorientation may expand programming possibilities in the region.

In LA/C, seven countries host Peace Corps special education programs. Sixty volunteers are working with mentally retarded, blind, and deaf students, and developing curriculum and teaching materials. Although special education volunteers in the region have decreased by 48 percent since 1978, they still make up 21 percent of formal education activities. Most of the current programs are on-going.

Overall, special education is a relatively small but solid area of education sector programming that has been carefully nurtured. As development progresses in low-income countries, special education demand is likely to expand. The programs not only serve Peace Corps goals, but also provide opportunities for Americans with special training to serve in the Peace Corps. The main obstacle to growth will be scarce resources.

The distribution of special education volunteers by region and country is shown in Table 15.

Table 15. Distribution of volunteers in special education by region and country, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA			
Kenya	10	Ecuador	21
Sierra Leone	6	Honduras	4
Total	16	Total	60
LA/C		NANEAP	
Belize	1	Korea	17
Brazil	6	Malaysia	3
Colombia	15	Micronesia	5
Costa Rica	6	Morocco	9
Eastern Caribbean	7	Philippines	6
		Thailand	1
		Western Samoa	1
		Total	42

Curriculum Development

Over the first twenty years of the Peace Corps, many volunteers have become involved in curriculum development, often as an adjunct to their classroom teaching assignments. Much of this work has been undocumented, although the agency library is packed with curriculum materials developed by volunteers for use across the Third World.

In 1980, 23 volunteers were working full-time in curriculum development. Since 1978, these assignments have dropped from 17 to 12 in Africa, from 28 to 10 in LA/C, and from 6 to 1 in NANEAP, a programming decline of 55 percent.

In LA/C, six volunteers in the Eastern Caribbean were developing curricula for remedial reading and applied math; 4 volunteers in Belize had assignments in curriculum development as part of an omnibus education program, with numbers projected to expand as volunteers in other assignments diminish. In Africa, volunteers in Gabon, Central African Republic, and Chad have been helping rewrite national textbooks and examinations, and have also organized conferences for teachers at the national level with backing from Ministries of Education. Curriculum development is not an active programming area in NANEAP.

After two decades of rapid expansion in enrollments, many developing countries are now moving to improve the quality of education. Placements for Peace Corps volunteers in curriculum reform are necessarily selective, in terms both of demand and supply, but like the field of teacher training, this is an area where a few volunteers can produce results that reach large numbers of teachers and students. Improved curricula has been a major area of Peace Corps contribution to education in developing countries. Present education sector policy, with an emphasis on working directly with poor recipients in rural locations, does not encourage aggressive programming and recruiting in this field.

Volunteers in Nonformal Education

Extension of practical education to segments of populations unserved by schools in developing countries has become a new priority of some governments. While thus far more advanced at the conceptual level than at the level of implementation, nonformal education still represents an important step forward in enlarging the connections between human resources and development plans.

In recent years, there has been a strong push from Peace Corps offices in Washington to increase the number and size of programs in nonformal education. Despite overall decline in the education sector, programming in this area has remained steady. In 1980, volunteers in nonformal education numbered 145, up slightly from 141 in 1978. They accounted for seven percent of the education sector, with 73 volunteers in LA/C, 53 in Africa, and 21 in NANEAP. These figures misrepresent the full scope of Peace Corps activities in nonformal education because many of these activities are in fact conducted through other programming sectors.

In 1980, there were nonformal education programs in six countries of the LA/C Region. The programs had diverse goals and recipients: teaching job skills to unemployed youth in Brazil, Chile, and Jamaica; assisting orphans, street children, and mentally retarded youth in Chile and Colombia to become self-sufficient in the working world; teaching swimming to the blind in Colombia; training in literacy in Honduras; and agriculture education for farmers in Paraguay.

In Africa, nonformal education programs for adults--in literacy, food production, nutrition, and health--are being expanded in The Gambia and Lesotho, and planned for Liberia, Sierra Leone, and Zaire. Existing programs of vocational skills training at rural centers in Ghana and Swaziland are projected to expand. A program of health and sanitation education in Gabon is expanding. A program of vocational training for youth "Brigades" in Botswana is on-going.

In the NANEAP Region, modest expansion is planned for existing programs in Fiji, Micronesia, Solomon Islands, and Thailand. However, most host country governments in this region consider nonformal education a lower development priority than more formal approaches to health, agriculture, and vocational education.

Reaching populations outside school systems with forms of education adapted to their practical needs requires innovative, nonacademic approaches and sufficient structure to support the programs and personnel over time. Placement of volunteers in assignments where they can be reasonably effective in a two-year service period is a tricky business. They must often operate without defined roles and must possess outstanding communication skills. Staff and material support are often lacking. In 1980, Peace Corps programs in this area seemed to be beset with difficulties related to the absence or incipient nature of a supporting infrastructure provided by the host government and Peace Corps field staff, particularly in Africa, where some programs have collapsed in recent years.

For example, volunteer strength in a program in Ghana has decreased by two-thirds over two years, reportedly due to lack of material support. Nonformal programs in Lesotho, Malawi, and Niger have for one reason or another ended up with volunteers transferred to assignments in formal schools. It is not clear in these cases whether program objectives were not shared by the host governments and communities, whether a support system was not adequately developed, or whether the volunteers did not possess the necessary skills. What is clear is the fact that nonformal education programs are often more problematic than conventional programs in formal education.

There are problems in other regions also. In Honduras, a small literacy program is unlikely to grow because of the political atmosphere surrounding adult literacy efforts. This is a widespread situation in Latin America. In Colombia, conflict between the government and church is causing the phasing-down of a nonformal education program designed for work with street children. In Paraguay, a small rural agriculture education program has attracted more affluent farmers than intended.

There is no question that nonformal education holds large development potential, or that Peace Corps views programs in this area as a high priority for addressing basic human needs. However, a certain romanticism has surrounded nonformal education programming. A hard-headed analysis of both the failed and successful programs is needed to identify sound programming principles and practices if the potential for growth is to be realized. Table 16 shows the 1980 distribution of volunteers in nonformal education.

Table 16. Distribution of volunteers in nonformal education by region and country, 1980.

Region and Country	No. PCVs	Region and Country	No. PCVs
AFRICA		LA/C	
Botswana	12	Brazil	4
Gabon	2	Chile	40
The Gambia	3	Colombia	11
Ghana	10	Honduras	2
Ivory Coast	4	Jamaica	22
Lesotho	3		
Swaziland	10	Total	79
Upper Volta	1		
		NANEAP	
Total	45		
		Micronesia	6
		Thailand	6
		Solomon Islands	9
		Total	21

Summary

With a drop of 943 education volunteers since 1978, and reductions in all programming categories except two, decline in size would seem to be the dominating characteristic of the Peace Corps education sector in recent years, and indeed, since 1967. But it is equally true that education volunteers still represent the largest area of Peace Corps programming for developing countries. And although 1,992 education volunteers would seem to be relatively small in number in an ocean of educational needs, none of these volunteers worked in isolation in 1980. In a rich variety of cultures, they lived in local communities, collaborated with host country colleagues, and worked daily with many individuals seeking the benefits of education. And each volunteer reflected a program strategy related to the enormous and long-range task of developing human resources.

The reality underlying the drop in number of education volunteers in recent years is only marginally diminished need or demand for education programs. Some Peace Corps programming criteria have de-emphasized several programming categories, including university education, teaching of English, and teaching in several other traditional academic areas. They have created some confusion about the significance of formal education and enrolled student populations to the process of economic and social development. They have also more clearly staked out the importance of volunteer placements that reach into rural areas and poor segments

of populations, especially through vocational and nonformal programs, even though growth of these programs is problematic at the level of effective implementation. However, the major reality underlying the decline of Peace Corps programming in education is scarce resources: fewer applicants, high demand for "scarce skill" volunteers, and an inflation-eroded budget. This has forced upon the Peace Corps difficult choices between placements for education volunteers, and between trade-offs in development impact of various programs and sectors. Rather than developing multiple programming strategies for meeting diverse educational needs, each with a positive rationale, the Peace Corps is being forced to narrow the focus of its education programs.

PART THREE

EDUCATION AND DEVELOPMENT

4. Conditions of Education in Developing Countries

Three generalizations about the condition of education in developing countries are of major significance. First, enormous progress has been made since 1960 in expanding school systems and school enrollments. Second, the demand for more education by both citizens and government leadership is unabated, but increasingly accompanied by a realization that the quality of schooling must be improved and the provision of education diversified. Third, two powerful factors seriously threaten sustained progress in the development of education: population expansion and inflation.

Quantitative Progress in Enrollments

The developing countries as a whole entered the 1960s with an average of 47 percent of children between the ages of six and 11 enrolled in primary school. Enrollment percentages climbed to 54 percent in 1965, to 58 percent in 1970, and to 62 percent in 1975.* Increases in absolute numbers are even more impressive. The number of primary school students rose from 117 million in 1960 to more than 236 million in 1975, an increase of 102 percent. There is considerable variation by region and country, but enrollment ratios increased for all categories of developing countries grouped by four levels of per capita income. It is equally important to note, however, that the rate of increase declined in each five-year period.

The ideal of universal primary education is widely accepted in developing countries, both as a basic human right and as essential to economic and social progress. Although much has been achieved, the ideal remains elusive. Over a third of children in developing countries are not enrolled. In 1975, this was 120.5 million children. Because of population growth, the total number of children not enrolled in school has actually increased since 1960. The quality of learning at the primary level in developing countries--measured by education inputs and student attainment--is generally low. Many who enroll drop out before literacy and numeracy are acquired.

Enrollments at the secondary school level have expanded at a greater rate than enrollment at the primary level. In 1960, the overall average of those between ages 12 and 17 enrolled in secondary school was 14 percent. This percentage rose to 19 percent by 1965, to 22 percent by 1970, and to 26 percent by 1975. Numbers enrolled rose from 22.6 million in 1960 to 69 million in 1975, an increase of 205 percent.

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*Statistics from UNESCO, Statistical Yearbook 1977 (Paris: UNESCO, 1978), and World Bank, Education Sector Policy Paper, pp. 10/-105 (Washington, D.C.: World Bank, 1980).

Most developing nations view the secondary level of schooling as the primary source of manpower for modernization. Young people in large numbers in these countries--and their parents and extended families--view secondary schools as the social institution that may permit them to fulfill many of their ambitions. Thus great efforts have been devoted to opening, enlarging, and improving secondary schools, not only by governments but also by local communities.

Yet the impressive gains in enrollment percentages for the age group, and the two-fold increase in numbers, should not obscure some hard facts. In 1975, over 200 million in the age group were not enrolled in secondary school. Survival rates through secondary school completion are far smaller than the enrollment percentages. The relationship between skills emphasized in traditional secondary schooling and the nature of available work has become a matter of considerable concern, along with the attitudes toward society that are often acquired.

Enrollment increases for higher education in developing countries have exceeded those at the secondary level. Beginning from a much smaller base, enrollments rose from 1.5 percent in 1960 to 4.4 percent in 1975. Numbers enrolled in higher education have expanded from 2.2 million in 1960 to 9.5 million in 1975, or a 332 percent increase. Some development experts believe that investments at this level have been too great for the returns that can be measured, but few in developing nations share this perspective. At all levels of education, enrollment rates for the developing countries remain far below those of the developed nations.

Regional Variations: Africa

The 15-year period following 1960 has been a time of rapid expansion of educational systems in Africa from an extremely small base. During this period, the number of African children and youth attending school increased by approximately 250 percent. Africa-wide school enrollment among children between the ages of 6 and 11 has increased from 30 percent to 49 percent (excluding Arab States). Enrollment for those between the ages of 12 and 17 has moved from 17 percent to 31 percent, and enrollment for those between the ages of 18 and 23 from 1 percent to 4 percent.

Enrollment variation by country is often large in Africa. Among 21 countries in which Peace Corps volunteers serve and for which data are available, four have more than 80 percent of children 6 to 11 years old attending primary school (Botswana, Cameroon, Gabon, and Kenya). Six have only 20 to 40 percent attending (The Gambia, Liberia, Mali, Mauritania, Senegal, and Sierra Leone). Others fall between 40 percent and 80 percent. Completion percentages are much lower in most countries.

Only three countries have more than 60 percent of those between 12 and 17 years of age attending school (Gabon, Lesotho, and Swaziland). For half of the countries, less than 40 percent of this age group are in school. See Table 17 for enrollment ratios of African countries with Peace Corps programs. Among all the African countries in which Peace

Corps volunteers serve, only in Gabon are more than 75 percent of children ages 6 to 17 attending school. Enrollment for the 18-to-23-year-old group is less than 10 percent in all but two countries (Gabon and Swaziland).

Despite enormous progress since 1960, two of three African children and youth are still not attending school. For females the figure is three out of four. Although the number of primary school students has increased by over 5 percent per year during this period, the number of children not enrolled in primary school in low-income African countries (the majority) is actually increasing.

Table 17. Net enrollment ratios in African countries with PCVs in education programs, 1975 and 1977.

Country	6-11 years of age			12-17 years of age		
	All	Male	Female	All	Male	Female
Benin	41.8	57.0	26.8	20.3	27.0	13.7
Botswana	86.9	80.7	93.0	40.3	34.5	46.1
Cameroon	85.5	93.2	77.9	49.0	59.0	39.0
Central African Republic	56.8	73.8	40.0	25.2	37.5	13.4
Gabon	100.0	100.0	100.0	88.0	100.0	75.6
The Gambia	28.7	38.4	19.0	16.8	23.1	10.5
Ghana	42.5	46.6	38.4	48.6	55.1	42.1
Ivory Coast	70.7	85.9	55.7	50.9	69.8	32.1
Kenya	89.9	93.0	86.6	52.4	44.9	45.9
Lesotho	76.6	62.3	91.0	64.2	52.3	75.8
Liberia	36.0	44.1	28.1	40.8	58.3	23.5
Malawi	43.1	48.8	37.4	45.6	58.1	23.5
Mali	21.0	27.9	14.0	16.5	20.7	12.0
Mauritania	23.2	30.2	16.2	18.6	27.1	10.1
Niger	data not available					
Rwanda	49.9	52.6	47.1	16.5	19.0	13.9
Senegal	35.4	42.6	28.3	26.2	30.7	15.6
Seychelles	data not available					
Sierra Leone	34.8	40.9	28.7	23.1	30.7	15.6
Swaziland	79.8	78.2	81.5	66.1	67.8	64.4
Tanzania	53.8	57.5	50.0	32.1	41.3	22.8
Togo	data not available					
Upper Volta	12.2	15.4	9.0	6.2	8.1	4.1
Zaire	65.7	74.6	56.9	48.3	60.1	36.7

Source: World Bank, Education Sector Policy Paper, 1980.

Literacy rates in Africa are among the world's lowest. In the 1970s, most African countries hosting Peace Corps volunteers had less

than 25 percent of the population 15 years and older able to read or write. The literacy rate is substantially higher in some eastern and southern African countries such as Kenya, Tanzania, Botswana, Lesotho and Swaziland where up to 70 percent of the populations are literate. It is substantially lower in Sierra Leone (15%), Zaire (15%), Niger (8%), Benin (11%), Senegal (10%), and Mali (10%).

Table 18. Adult literacy rates for African host countries for which data are available.

Country	1960 (percent)	1975 (percent)
Benin	8	11
Cameroon	19	--
Central African Republic	7	--
Lesotho	--	55
Liberia	9	30
Kenya	20	40
Mali	3	10
Malawi	--	25
Niger	1	8
Ghana	27	30
Ivory Coast	5	20
Rwanda	16	23
Sierra Leone	--	15
Senegal	6	10
Tanzania	10	66
Togo	10	18
Zaire	31	15

Source: World Bank, World Development Report, 1980.

Generally, African countries spend between 15 and 30 percent of total public expenditures on education. The expenditures per student are still much lower than in developed areas of the world because public revenues overall are much smaller, and the proportion of the population of school age is very high. It is readily apparent that with few exceptions the task of extending school enrollments in African countries is far from completed.

Latin America

Latin American countries entered the 1960s with an older and broader base of education than African nations. Still, advancements were impres-

sive. During the 1950 to 1975 period, the percentage of children and youth ages 6 to 23 attending school climbed from 37 percent to 55 percent. Numbers of enrolled children and youth increased from 31 to 73 million. For those 6 to 11 years old, enrollments went from 59 percent to 78 percent. The corresponding figures for those 12 to 17 years old rose from 36 percent to 57 percent, and for those 18 to 23 years old from 6 percent to 20 percent.

In Latin American countries hosting Peace Corps volunteers, almost all have more than 60 percent of children between 6 and 11 years old attending schools. Most countries have between 40 and 60 percent of those 12 to 17 years old attending school, with several countries distributed above and below this interval. Two-thirds of Latin American host countries have between 6 and 16 percent of 18-to-23-year-olds attending school, while one-third have between 20 and 30 percent attending. See Table 19 for enrollment ratios of host countries. Literacy rates for Latin American host countries are far higher than in Africa, with between 60 percent and 90 percent of the national populations literate in most countries. Table 20 shows these rates.

Table 19. Enrollment ratios in Latin American countries with Peace Corps education volunteers, 1975 and 1977.

Country	6-11 years of age			12-17 years of age		
	All	Male	Female	All	Male	Female
Brazil	65.4	65.3	65.5	52.4	52.0	52.9
Chile	100.0	100.0	100.0	83.0	83.1	82.9
Colombia	64.1	61.8	66.6	59.1	58.4	59.9
Costa Rica	96.0	95.6	96.5	50.5	49.1	52.1
Ecuador	75.8	75.6	76.0	60.3	61.8	58.7
Honduras	66.4	66.2	66.6	39.7	39.8	39.6
Jamaica	90.9	89.3	92.5	72.7	70.8	74.6
Paraguay	75.1	75.5	75.0	50.2	51.7	43.6

Source: World Bank, Education Sector Policy Paper, 1980.

Table 20. Adult literacy levels in Latin American countries with education volunteers, 1960 and 1975.

Country	1960 (percent)	1975 (percent)
Brazil	61	76
Chile	84	88
Colombia	63	81
Costa Rica	--	90
Ecuador	68	74
Honduras	45	57
Jamaica	82	86
Paraguay	75	81

Source: World Bank, World Development Report, 1980.

All of these Latin America host countries are classified by the World Bank as middle-income countries. This, along with the longer periods of independence, apparently accounts for the comparative advantage in enrollment and literacy levels over Africa Region countries. Significantly, the number of children between the ages of 6 and 11 who are not attending school is dropping, even as populations grow.

North Africa/Near East/Asia/Pacific

In the period from 1960 to 1975, the number of children and youth enrolled in school in Asia, Oceania, and the Arab States has increased from 128 million to 250 million. Enrollment percentages for children between 6 and 11 years old have increased from 53 percent to 64 percent for Asian countries, and from 26 percent to 35 percent for those 12 to 17 years old. The corresponding figures for the 18-to-23-year-old group are from 4 percent to 8 percent.

The majority of countries in the NANEAP Region have 60 percent or more of those 6 to 11 years old attending school. Enrollment levels for 12-to-17-year-olds are much more diverse, with about equal distribution of countries in the four intervals between 0 percent and 80 percent. Only the Philippines has more than 20 percent of youth between 18 and 23 years old attending school. See Table 21 for enrollment levels. Literary rates vary widely from country to country in the NANEAP Region. More than 75 percent of the populations are literate in the Philippines, Korea, and Thailand. Less than 25 percent are literate in Nepal, Morocco, and Yemen. Overall, the figures on school enrollment and literacy indicate that countries of the Far East and Oceania are more educationally developed than countries of North Africa and the Middle East.

Table 21. Enrollment levels for NANEAP countries with education volunteers, 1975 and 1977.

Country	6-11 years of age			12-17 years of age		
	All	Male	Female	All	Male	Female
Korea	100.0	100.0	100.0	67.3	73.3	60.8
Malaysia	92.0	93.5	90.5	57.7	62.4	52.8
Morocco	43.9	54.6	32.8	29.5	37.0	21.6
Nepal	37.2	56.8	16.7	13.3	21.4	4.9
Oman	40.9	54.7	26.5	18.3	27.7	8.5
Philippines	78.2	76.4	80.0	63.2	65.0	61.2
Thailand	79.3	80.4	78.3	32.3	36.8	27.6
Tunisia	77.2	85.3	63.8	48.4	54.4	42.1
Yemen	23.0	40.7	4.7	8.4	14.9	1.7

Source: World Bank, Education Sector Policy Paper, 1980.

Table 22. Adult literacy rates for NANEAP countries with education volunteers, 1960 and 1975.

Country	1960 (percent)	1975 (percent)
Korea	71	93
Malaysia	53	60
Morocco	14	28
Nepal	9	19
Oman	--	--
Philippines	72	87
Thailand	68	84
Tunisia	16	55
Yemen	3	13

Source: World Bank, World Development Report, 1980.

Summary of Quantitative Progress

Impressive achievements in the quantitative expansion of education have occurred in all parts of the developing world during the period of Peace Corps involvement. There are still large differences between developing countries. Levels of educational advancement in countries served by the Peace Corps can be divided into two categories. School systems are generally more developed in the countries of Latin America, the Far

East, and Oceania. These countries are characterized by enrollment percentages of above 60 percent for children between 6 and 11 years old, above 40 percent for youth 12 to 17 years old, and a literacy rate of 60 percent or higher. The number of children not attending primary school is decreasing.

Countries in Africa and the Middle East (also Nepal) are less educationally developed. They are frequently characterized by enrollment percentages of less than 60 percent for children between 6 and 11 years old, and less than 40 percent for youth 12 to 17 years old--in many cases far below this level. The literacy rate is generally less than 25 percent of the population. Numbers of 6-to-11-year-olds not attending school are increasing.

Qualitative Considerations

Education goals and investments in developing countries during the 1960 to 1970 period emphasized expansion of school enrollments rather than changes in the character of education. The structures of education and the substance remained largely the same, often reflecting the subject matter, examinations, teaching procedures, and educational aims of the European colonial era.

Literature from the World Bank and other sources indicates that the 1970s have been a period of widespread introduction of qualitative objectives for changing the character of education in developing countries. Goals of qualitative reform have been clearly reflected in national education plans of developing nations. The extent to which the structures and procedures of education have been effectively altered to reflect new qualitative objectives is far from clear.

Still, certain new concepts and trends have begun to emerge as having a strong influence on education planners and donor agencies, and growing claims on education investments. Researchers at the World Bank recently reviewed 35 national education development plans in 17 countries and found concern for the following goals: (1) social equity, primarily meaning equalization of educational opportunities for females, rural children, poor children, and adult populations not previously served by schooling; (2) improvements in math and science education; (3) internal efficiency of the school systems in terms of fewer repeaters, fewer dropouts, fewer examination failures, and so on; (4) closer relationships between education and social development, particularly in the match between schooling and available work; (5) relevancy of textbooks, curricula, educational structure, and educational research to national and local needs; and (6) national capacity for planning, management, and research in education.

The impetus for qualitative reforms arises from several sources. One is the force of nationalism, which generates interest in balancing the drive for modernization with preservation of aspects of cultural heritage. Practically, this is expressed by greater emphasis on native languages, on national and local traditions in curriculum--in the humanities, arts, and social sciences--and on political socialization.

A second source of reform is inequities that have become apparent as enrollments have expanded. In many countries the participation of females in education lags behind that of males. Rural and poor children participate at lower levels than others. Drop-out rates are very high at all levels of schooling, and completion rates for secondary education are often low because of highly demanding terminal examinations. Large segments of national populations are not well served by conventional schooling, including illiterate adults. The significance of these populations to the process of development and to political stability has been more clearly understood.

A third source of reform has been the disjuncture between conventional schooling and opportunities for employment, especially in sectors that have become development priorities, such as intermediate-level agriculture and industry. The mismatch between secondary level curriculum and the large agricultural sector in many countries has become especially obvious. Instruction in health and nutrition has been insufficiently stressed at the primary level of schooling. The consequences of the mismatch between education and work include high youth unemployment levels, a drift of school drop-outs away from home locales into urban areas, and wastage in productivity.

Problems spawned by inequities and unemployment have forced education planners in developing countries to begin conceptualizing a more flexible and comprehensive network of education and training. Formal education is and will remain the dominant form of institutionalized instruction, but it must be made both more efficient for a diversity of learners and more relevant to community and national conditions. Non-formal education--organized learning carried on outside the formal system--must be developed as a means of reaching those who missed formal schooling. It can enable the rural and urban poor to acquire useful knowledge, attitudes, and skills for the development process. It can provide a second chance for learning directly associated with work to those who dropped out or were screened out of formal education. These goals are of large importance to the lives of millions of individuals and to governments seeking to integrate large population segments into productive activities that can contribute to development.

Qualitative goals in the development of education have now assumed a parallel importance to quantitative goals for advancing what has been called "the immense process of developing human resources."

Regional Variations

Countries in the NANEAP Region include both those that are more educationally advanced and those that are less advanced. For example, school enrollments and literacy rate are low in Nepal and Morocco. The top priority of the governments remains the expansion of schooling to all areas of the country and to all population groups. In Malaysia, however, where school enrollments are high and sufficient numbers of trained teachers available, the government has shifted emphasis to reshaping the educational system. A government planning committee, citing an overemphasis on academic or classical subjects, recommended streaming students

into two tracks, one providing general education and the other providing vocational and technical education. The Ministry of Education now plans to expand existing vocational institutions and build 30 more within the next five years. Most of the latter will be located outside major cities to help stem the drift of youth into urban areas. Class sizes are also being reduced, and Malay is becoming the language of instruction.

Most countries in the Latin America Region already have high levels of school enrollment and literacy, with a resulting government emphasis on improving the quality of education. Paraguay exemplifies this trend. Parallel to ongoing expansion of primary and secondary education into rural areas, the government is upgrading teacher training, introducing nonformal education into rural areas, and expanding vocational and technical education. The curricula of higher education are being matched more closely to the job market, and the Ministry of Education is studying supply and demand to determine priority areas for technical education at post-primary levels. The use of research to determine areas for reform, and increased emphasis on planning the relationship between education and the economy, are becoming widespread in the more educationally advanced countries of the Latin America Region.

Improvements in teacher training and vocational education are occurring in Chile. Because diagnostic capabilities of Chilean schools and agencies have improved, there has been rapid growth in the number of students in special education programs. Special education has become a high priority, with national and regional departments established to improve the provision of special education.

Most African governments, however, are faced with a large mass of uneducated adults, mostly subsistence farmers in rural areas, at the same time that schools are turning out large numbers of primary school graduates and relatively smaller numbers of secondary school graduates who will neither continue their formal education nor easily obtain jobs. More and more, the latter are concentrating in rapidly-developing urban centers in African states. The two great tasks of African governments in the field of education are: (1) to extend the educational systems developed in the 1960s and 1970s to previously unserved areas and populations; and (2) to better match the levels and content of schooling to local and national productivity capacities, especially in agriculture and industry, without depopulating the rural areas.

The ongoing development of African education systems is illustrated by plans and activities in Togo, Kenya, and Sierra Leone. Togo had achieved virtually universal primary school enrollment by 1977 (up from 44 percent in 1960), and 18 percent literacy among adults (up from 10 percent). In 1975, a visionary reform plan for the entire system of education was adopted as official government policy.* The primary goals of this plan were: (1) to adapt the colonial system of education inherited from the French to the economic and cultural conditions of Togo, and (2) "democratization" of education, meaning access for all segments of the population--rural and urban, female and male, poor and relatively

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*La Reforme de l'enseignement au Togo (Educational Reform in Togo), Ministere de l'Education Nationale, Republique Togolaise, 1975.

better off. Schooling was made compulsory through the first four years of secondary education. Health and agricultural subject matter were to be integrated into the primary and secondary curricula. A vocational track was to be added to the secondary curriculum, with a separate graduation examination. The cultural traditions of Togo and political ideology were to be integrated into the curriculum at all levels.

Togolese officials readily concede that the 1975 reform plan is an idealized conception that has the purpose of gaining leverage on changing the basically French system. They also concede that progress is gradual. Class sizes in many areas remain excessively large. There is a serious shortage of teachers of science, mathematics, English, and other subjects. Appropriate equipment for vocational education and science instruction is scarce to non-existent, forcing teachers to rely on lecturing. Few teachers are presently prepared for providing instruction in agriculture and health or for the dynamic modes of instruction called for in the reform plan. The Ministry of Education is essentially in the posture of searching for footholds to begin the process of reform that has been so clearly envisioned.

Kenya has established a base enrollment of 89.9 percent for primary education, 52.4 percent for secondary education, and 6.1 percent for the 18-to-23-year-old group. Structural reform is currently concentrated on extending primary school by three years and improving the performance of students before they enter secondary school. The government has not been able to meet the demand for new secondary schools in rural areas, and has responded with the concept of "Harambee" schools, developed by local communities using their own resources. As these schools stabilize, the government will begin to pick up financing. Strong efforts are also being made to improve teacher training, increase the supply or math and science teachers, and preserve traditional music.*

Sierra Leone has lower levels of enrollment than either Kenya or Togo, 34.8 percent at the primary level and 23.1 percent at the secondary level. The government has established two primary instruments of qualitative reform. A national Institute For Education has been established to oversee curriculum changes at the primary and secondary levels, in-service teacher education, and research studies of the school system. Plans are under way to revise secondary level curriculum for science, math, social studies, and English. Proposals are being considered for making primary level curriculum more practical--"relevant to children in their environment"--with the production of inexpensive textbooks to accompany curricular changes. The second source of plans for reform is a five-year plan for education development, recently completed in conjunction with a comprehensive review of all education activities in the country.** In February 1980, a conference of secondary education prin-

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*Report of the National Committee on Educational Objectives and Policies, Republic of Kenya, Government Printer, Nairobi, 1976.

**Education Sector Review, 1979, Government of Sierra Leone/I.D.A. Second Education Project, January 1980. See also Sierra Leone Education Review: All our Future, University of Sierra Leone, 1976.

cipals and national educators reviewed the five-year plan and identified achievable priorities for the next few school years.

The Education Sector Review, 1979 showed that government expenditures for education in Sierra Leone were far higher than expenditures for defense or health.

Government of Sierra Leone Expenditures (million Leones)

	1972-73	73-74	74-75	75-76	76-77
Defense	4.4	4.4	5.82	9.0	7.9
Health	5.6	6.2	7.5	8.5	9.4
Education	13.9	16.5	19.9	23.8	24.6

The government has set a goal for primary enrollment of 72.4 percent by 1985-86. A comparison of 1979 primary enrollments by province showed regional inequities to be overcome.

Province	Total	Male	Female
Northern P.	26.27	32.90	19.23
Southern P.	41.70	46.75	36.29
Eastern P.	41.50	51.70	31.10
Western P.	80.47	88.10	73.43

Enrollment disparities at the secondary level per Province in 1979 are more striking, with 46.77 percent enrolled in the Western Province, 8.17 percent in the Northern Province, 20.32 percent in the Southern Province, and 10.87 in the Eastern Province.

Sierra Leone faces acute problems related to the supply of teachers. Over half of primary school teachers are considered "professionally untrained and academically unqualified." Yet to reach the 1985-86 enrollment goals, the primary level teaching force must be approximately doubled from 6,227 to 11,955. There is a shortage of math and science teachers for the secondary level, yet the colleges only produce 20 graduates in these subjects each year. Sierra Leone illustrates the dilemma faced by a low-income African nation that recognizes the significance of changing the character of education but must continue to expand enrollments with limited resources.

Issues Related to the Condition of Education

After examining education in developing countries during the 1970s, it is probably accurate to say that quantitative objectives of expanding coverage of formal school systems have continued at full force in most countries, absorbing a large portion of expenditures and energies. These objectives were combined with introduction of important qualitative reforms that have been only gradually and sporadically implemented. Plans for qualitative reform are a necessary but not sufficient condition for

the actual occurrence of changes in the structure and substance of education. The latter is likely to proceed at a slow pace until enrollments reach high levels, and until resources--teachers, materials, leadership, finances, and clear plans--are available.

It is all too easy for outside commentators to confuse the rhetoric of change with what is actually happening in classrooms across a specific country. Qualitative changes in schooling are far more difficult to measure and to report than quantitative changes. Also, the European ideal of academic education retains considerable power among education planners, teachers, students, and parents in many developing nations for understandable reasons. Developing countries can ill afford to see the deterioration of hard-won standards for mainstream schooling that are internationally recognized. Linkages with Western universities and markets remain enormously important for undergraduate, graduate, and professional schooling. So do regional linkages such as those between Togo, Ivory Coast, and Senegal in the Pan-African context.

Negotiating qualitative changes in schooling--whether reforms of formal schooling or the institutionalization of vocational and nonformal education--is a complex process that involves many actors. The negotiation process moderates and balances radical versions of school reform, even when they have full government backing. Host country nationals generally recognize and navigate these complexities far more clearly than outsiders. Donors of education assistance do well to remember this when becoming impatient with the progress of education in developing nations. Overall, the development of education has progressed far more rapidly in the Third World than in the West.

Population Growth and Inflation

In the 1980s, two factors of major significance will impact upon education in developing nations. The first is population growth. A major study indicates that to maintain current school enrollment percentages, developing nations must continue to substantially expand facilities and numerical enrollments:

> With the continued rapid increase in the school-age population in the developing countries, it will require an increase of 50 percent in schooling facilities in about 15 years just to maintain the enrollment rates at the existing levels.*

A tidal wave of children is approaching the school systems of most developing nations. It is not at all clear that low-income countries will be able to sustain present school enrollment percentages, much less achieve higher percentages. Yet educational progress is the greatest

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*P. 44, G. Jones, Population Growth and Educational Planning in Developing Nations (New York: Halsted Press, 1975).

check on population growth.

The second great factor is financing of education. Many developing countries are now expending between 15 and 30 percent of total public expenditures on education. UNESCO estimates that developing countries will have to increase GNPs at 7 percent per annum to make modest improvements in school enrollments, when the current rate is 2.8 percent for low-income countries and 3.4 percent for middle-income countries. At the same time, other sectors such as health, agriculture, industry, and defense are claiming larger shares of GNP. Inflation is eroding even current expenditures on education.

The over-riding variable in education costs in developing nations is teacher salaries, comprising 90 to 95 percent of total education expenditures in many countries. These costs rise as teaching corps become older, more qualified, and larger.

The road to universal primary education, to expanded secondary and higher education, and to reform of the character of education will be exceedingly difficult for developing countries to travel during the decade of the 1980s. Yet the development of human resources is one of the central forces in the overall process of development. The problem of locating resources to improve education--both human and financial resources--is likely to be as acute for the developing nations in the 1980s as it was in the 1970s and 1960s. This suggests that the need for Peace Corps education volunteers will not quickly diminish.

5. The Development Significance of Education

Quantitative data show impressive changes in the lives of people in the developing world over the past three decades. Average life expectancy has increased from 42 to more than 54 years. Average incomes have doubled. The proportion of adults who are literate has risen from around 30 percent to more than 50 percent. School enrollments have vastly expanded. Still, a third of primary-school-age children are not going to school, and 60 percent of those of secondary school age are not in school. Many who are in school receive an inadequate education due to a lack of teacher training and materials. Some 600 million adults are illiterate. In low-income countries, people on the average live 24 years less than people in industrialized countries. As many as three-quarters of a billion people have barely enough income to keep themselves alive from week to week.

Multiple strategies will be required to sustain further growth in the developing countries, especially since the world economic outlook has worsened. A better trading environment for products from developing areas, progress by all countries in producing and conserving energy, commercial lending to developing countries, provision of aid--all would contribute to growth. Food production, reforestation, improved health practices, and lowering of fertility rates are critically important. Expanded employment, reduced inequalities in income and wealth, and improved productivity of the poor are important supplementary strategies for development. No one approach holds the key. There is, however, a new consensus that the development of human resources is of immense importance to a developing nation's realization of its potential for growth and prosperity.

The attitudes, knowledge, and skills of the mass of ordinary workers, including small farmers and traders, are fundamental elements in the development process. Technical, scientific, and professional skills are necessary to the creation of modern infrastructures and production of goods and services. Entrepreneurial and administrative abilities, and a dynamic but stable political order, are vital to both public and private sectors. In short, the quality of human resources is an underlying condition of all economic and social progress. Beyond the important skills and attitudes that a new generation acquires from the older generation, formal education is essential to improving human resources. General primary and secondary schooling, general and specialized higher education, and technical and vocational training of all sorts impart specific skills, shape attitudes toward work and change, and enhance capacities to solve problems and learn to learn.

Evidence is very substantial that formal education supports economic development in strategically important ways. Developing countries with high literacy rates have tended to grow faster. More educated people earn more, which makes education spending a good investment for the state and the individual. Education contributes to increased agricultural production,

to the expansion of labor-intensive manufacturing and exports, and to a society's very capacity to adapt to changes in technology and demand. Education correlates with reduced family size and improved health and nutrition.

Beyond its role in economic productivity and overcoming poverty, education offers several other distinctive contributions to human development. The cultivation of reasoning and curiosity, of knowledge about the physical universe, of the human mind and spirit, have more than economic purposes and justifications. Although the results of education can in part be indexed and aggregated--as in enrollment percentages, test scores, and correlations with productivity--education is primarily addressed to individuals, each born with potential capacities and talents. The true aim of education is to help individuals realize these capacities, from the basics of literacy and numeracy to the higher reaches of scientific discovery, entrepreneurial imagination, and artistic composition. The cultivation of human resources for all these levels has powerful ripple effects--many of which we cannot trace with precision--throughout individual lives and all aspects of society.

Theodore Schultz, the economist, forcefully defended the importance to the developing world of investments in education at all levels in his 1979 Nobel Lecture, and he concluded by saying:

> We in the high income countries have forgotten the wisdom of Alfred Marshall, when he wrote, "Knowledge is the most powerful engine of production; it enables us to subdue Nature and satisfy our wants."*

Both the leaders and the masses of developing countries have shown intuitive wisdom in the massive efforts to extend schooling and improve its quality.

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*T. W. Schultz, "The Economics of Being Poor," Nobel Lecture, December 8, 1979, Nobel Foundation, Stockholm, Sweden.

6. Role of the Peace Corps in Educational Development

In preparing this report, host country officials, Peace Corps staff, and volunteers were interviewed in Sierra Leone, Togo, and Kenya. Sketches of these conversations will convey more clearly than statistics and macro-developmental views the influence of the Peace Corps today on students and education systems in developing nations.

Sierra Leone

Volunteer Elizabeth Brabbs teaches in the rural Sierra Leonean village of Gerihun (population 1,200), where she lives on the second floor of an old house in the Paramount Chief's compound, along with two boarding students. She arrived in 1977 to help start a secondary school in an old building with 35 students. The Chief had for years been trying to open this school for the village. Brabbs is now in her fourth year of Peace Corps service, and the school has moved into a new building recently constructed on the edge of the village. She teaches 4th form chemistry, 3rd and 4th form math, and 3rd and 4th form agriculture, along with a practicum in agriculture. She reports definite improvements in the majority of students she has worked with. Her goal is "to prepare them to go back and be productive in their own society."

The agriculture practicum involves conversion of a local swamp into a rice farm that belongs to the school. Students are cultivating the rice from planting through harvesting. Elizabeth also oversees students who are raising hogs, chickens, and vegetables at the school. She came into the Peace Corps from Michigan with a degree in Fisheries and Wildlife, and an A.A. in agriculture. She finds the community totally supportive of the school and its curriculum. The two top academic students are in charge of the hog and chicken raising, and though each hopes to go on to college, both plan careers in farming and marketing. Elizabeth reports that the majority of students in the school are from poor farming families in which they are the first to go to school. Elizabeth's secondary project is the work she does with four local farmers on their "rice swamps." The school is short of teachers, and Jon Fury, an agriculture sector volunteer, teaches 2nd and 3rd form English at the school as his secondary project.

Admittedly, Brabbs is one of those "Super Volunteers" who field staff invariably take Washington visitors to see, but there are plenty of effective education volunteers in Sierra Leone. In 1980, the government and field staff requested 107 more, but the Peace Corps was able to supply only 36.

Togo

In Togo, Atitso Kodjogan, who lives in a nearby village, attends secondary school in Apeyeme. He is the fifth of 10 children by one father and mother. They all live in one compound, along with one grandmother and two uncles. The Peace Corps country director, Jody Olsen, and I stumbled across Atitso while looking for volunteer Susan White who teaches physics at the school, which was disbanded for the day because of a political rally in town. When we discovered that White teaches Atitso physics, he consented to our request for an interview. He is at termination level, but failed the physics examination last year. He has stayed in school because his father, who completed three years of primary school, has paid his fees (but not, according to Atitso, pushed him). He also raises and sells rabbits at home, and describes his parents as subsistence farmers.

We asked Atitso about Susan White's physics teaching. She uses the same general methods as the other teachers, he said, but she teaches more clearly and explains the subject well. He claims, "I would have advanced faster if Miss White had taught me last year." According to Atitso, Susan White presents the day's subject, questions the students, listens to their answers, reteaches the areas in which they have made errors, and then moves forward. She assigns three different types of homework, to which Atitso attaches great value as preparation for the terminal exams, which are based on French educational standards.

We asked Kodjogan what he plans to do when he passes the physics exam and graduates. He said, "I am not sure what opportunities will be open to me, since I have not travelled very far from this area, but I am interested in a career in veterinary medicine." His dream is to be able to study in Senegal or France. When we pressed him, he insisted that his career would be spent in his home region, not in the Togo capital of Lome. This articulate and sweet-tempered young man's only complaint about the school was that "some teachers are poor and waste students' time."

We asked Atitso if he had any questions he ıld like to ask us. Why, he asked, when there is American and other t..eign assistance to Togo, is his region of the country so undeveloped? He also asked what schooling is like in America.

The most interesting thing about this entire situation was the fact that when we later found Susan White in town, angry over the suspension of school for politics, she didn't know who Atitso Kodjogan was by name. Clearly, not all fine teachers take a personal interest in their students. Susan is in her third and final year as an education volunteer. She taught at a school in another part of the country for her first two years, where she is said to have had the highest passing rate for terminal level students in physics of any teacher in the country. She agreed to extend for a third year to fill a position at this school, which had an early-termination education volunteer last year. Susan is a tough cookie who considers the educational conditions in the country abominable for students, and who takes a compromising, practical approach to teaching physics within the basically French system. Her best friends locally are among the Togolese teachers at the school. She is the only American in town, and she

isn't interested in secondary projects because she spends her working time on her teaching.

I observed and interviewed education volunteers in Lome, Aklakou, Aneho, Masse Kope, Apeyeme, and N'digbe--in university teaching, secondary teaching (physics, math and geometry, TEFL), primary health education, and primary agriculture education. Jim Homans, who teaches upper-form math and geometry in Aklakou, finds the subject matter more advanced in the national syllabus than in American high schools. He is fluent in French by his second year of service, smooth as silk in his teaching style, and has no discipline problems in class. Mike Bennick, at the same school, was teaching a physics lesson on "le courant electrique." He has an adequate French vocabulary but halting enunciation in his first year on the job. His students were fully attentive as Mike taught a lesson about the effects of electrical current on various objects in a circuit. He was drawing a diagram, explaining and question, and providing a written outline of the lesson. The 28 students were making detailed notes. Mike's main complaint was the lack of equipment for training his students in scientific procedure and observation.

I observed two TEFL teachers in Togo. Marla Bennick was teaching a class of 64 students in Aklakou, using an oral-aural method with simple repetitions of the basic English structures the students are supposed to learn. Marla was having considerable difficulty. The class is far too large for this approach, the lesson was boring, and the students were restless. She needs help with her teaching. Ann Estes, a French major from California, teaches TEFL to lower-form students in Aneho. She considers the required text "passable," with "too much formal grammar." She has about 65 students per class, with 30 to 35 of them making "great progress." Asked about the relevance of teaching English in Togo, Ann replied that the Togolese consider it important and she finds the work with students both challenging and enjoyable.

Jay Kolin teaches agricultural education through garden projects at five primary schools. Each week, he works with students and their teachers on theory in the classroom and application in the model gardens. He quit one school because of lack of support for the project, and complains of lack of money for seeds, chicken and rabbit hutches, and other materials. In general, Jay says that things are going well. He sees teaching volunteers filling important gaps, with education the most important force in the country for getting ahead. "Little by little," he said, "Togo is improving its inherited system of education." Jay lives in a village compound near a main road. He likes what he is doing, although the previous night fire ants had devoured his personal pair of hutched rabbits alive. He has now set the legs of the hutch in pans filled with insect repellent, which may be a little more convincing for his image among the villagers.

Tom Brewer and Larry Hyde, university teachers in Lome, are interesting because of who they are, and because these placements are in considerable disfavor under Basic Human Needs programming criteria. Tom has a Master's Degree in English Literature from Columbia, and asked the Peace Corps specifically for a university and urban assignment. He teaches Introduction to Literature (40 students), American Literature

(70 students), and Methods of Teaching English--all courses required of English majors (a very large group) at the University of Benin. Brewer said he was not interested "in being a good guy in the bush." He views his job as demanding cross-cultural teaching with interesting students, and doubts that agriculture or technical education volunteers find as much satisfaction and accomplishment as he does (though he admits he doesn't really know that). He believes Peace Corps should provide sustained efforts in education until the host country says the job is completed, and considers the agency's decision to withdraw volunteers from the university (now reversed) as sheer folly, since it would have closed the English Department. Brewer is one of those crusty volunteers who views the Peace Corps bureaucracy in a dim light. When asked how he liked being a Peace Corps volunteer, he said, "it has turned out to be pretty much as good as they said it would be."

Larry Hyde arrived in Togo four months ago, and also teaches English at the university. He previously taught French at Phillips Exeter Academy and coached cross-country (having run three Boston Marathons himself). His father talked him into joining the Peace Corps because he was searching for something more challenging. He says he was amazed by how much he learned about teaching during the training program, and finds his classes in Lome more interesting than classes at Phillips Exeter, except for his "bonehead English" class for repeaters. His goals, beyond doing a good job with his students, are to steal a literature course from Brewer or someone else on the faculty, and to cultivate some African friendships outside the university. He admits that at first he was disappointed not to be assigned "en brousse," but finds Lome, where he runs the beaches at dawn, sufficiently challenging. Jody Olsen says he is one of those envious volunteers who masters teaching, French, and the possibilities of local culture in a couple months. Larry hosted me for dinner, and after apologizing for not having had time to cook himself, offered me a choice of "a luxury restaurant, a middling restaurant, or down-and-out neighborhood joint." Thinking of my own Peace Corps days, I chose the latter, which turned out to be vintage African, as the conversation with Larry was vintage Peace Corps.

Mark Dagbovi, Associate Peace Corps Director for education in Togo, sees a need for education volunteers for years to come because of the country's ambitious education plans, population growth, shortage of qualified teachers, and a shortage of education materials. He considers the major problems of education volunteers to be fluency in French, discipline ("they won't cane students"), the structure of the curriculum ("it is still French and change is slow"), and misunderstanding of the cultural attitudes of students ("too many volunteers dismiss too many students as rote learners"). Mark believes that Peace Corps volunteers have brought an awareness of choices in educational practices ("the reforms would take longer without PCVs"), have fundamentally changed methods of English instruction and the terminal exam, and have often kept gifted students in school by paying their school fees. Dagbovi unequivocably states that "the Peace Corps is the best program America has in Africa." He is distressed that the Peace Corps has seriously considered phasing-out education programs in Togo.

Kenya

Godfrey Cherono, a Kenyan national, is an Associate Peace Corps Director for education programs in Kenya. He has an interesting definition of the mission of the Peace Corps: "to neutralize the hostility of nations, as we seek to neutralize the hostility of ethnic groups within countries." Cherono lists three major accomplishments of education volunteers in Kenya. Eighty-five percent of them over 17 years have achieved effective teaching. A third of all Kenyan university students today have had PCVs as teachers, and more in the sciences. Peace Corps volunteers have influenced the thinking of Kenyans about the economy, about ethnic hostility, about world issues, and about problem solving.

Cherono is not completely satisfied with the education programs in Kenya. He cites as problems too many early terminations and transfers from one school to another. Too many volunteers dress poorly, which has tended to give them a reputation of "not being taken seriously." Some headmasters do not consider them disciplined enough. Cherono believes that young American PCVs carry their sense of freedom too far. Some become dissatisfied in areas of the country "where there is nothing exotic." Some look with envy at volunteers in other programs who are not tied to the routine schedule of teachers. He would like to see people with more experience mixed in, such as retired teachers or young teachers with more experience, especially for posts at teacher colleges. He supports quality PCVs over quantity.

Cherono explains that it is the Ministry of Education which identifies the need for education volunteers and makes placement recommendations. He and Isabella Gitan, the other APCD for education programs, then check out the proposed placements. They use the following criteria: Is the location too isolated? Is the housing adequate? Will a Kenyan have a job taken away? What is the level of progress or development of the school? Is there any embezzling of funds at the school? Is the area a security problem (some border areas are)?

Overall, Cherono says that Kenya is moving away from the British system of education, without lowering standards. He sees significant changes in the system already, and believes that education volunteers are playing an important role.

Coralie Turbitt, the country director for the Peace Corps, observes that the education programs in Kenya are capable of expansion, since the government wants and needs additional teachers. In fact, she says, Kenya wants a full supply of qualified teachers so badly that it will pay for them. Turbitt believes that Kenya would not resist if the Peace Corps pulled out programs in other sectors, but they would fight to keep the education programs.

Turbitt sees teachers of math and the sciences as the greatest need. Vocational and technical education teachers are also a large need, but the process of identifying placements is so badly handled that the Peace Corps cannot move ahead there. A Village Polytechnic Program for vocational education volunteers located in rural schools, funded and operated by local communities, has collapsed because of placement and other problems.

Half the PCVs quit, and the other half were shifted to government secondary schools.

Turbitt identifies four constraints on expanding education programs. Additional staff would be needed to prepare placements. Volunteers with appropriate skills would have to be recruited. Training capability would have to be improved. And the programs would have to be linked with solid people in the Ministry. Turbitt does not see the need for education volunteers overcome by an adequate supply of Kenyan teachers in the near future. The population is exploding, the government is expanding schools in response to citizen demand, and inflation is eroding the education budget. She sees several important contributions from the education programs. They are helping Kenya build toward a critical mass of educated citizens to develop the society. They are helping educate a pool from which future leaders will emerge to guide Kenya's development. They are helping diffuse secondary schooling into rural areas, especially through Harambee Schools. They are filling gaps in math, the sciences, music education, and, through individual placements, a variety of other areas of education.

Turbitt, who was herself a volunteer in Kenya in the 1960s, also points out that many, many Kenyans have had Peace Corps teachers over the past 17 years, and have generally gained a good impression. The education volunteers have been achieving more than filling manpower gaps. They have been achieving the Second and Third goals of the Peace Corps related to better mutual understanding between Americans and Kenyans.

Education volunteers in Kenya are in a great range of assignments and geographical locations. They are themselves a hodge-podge of American ethnic groups, talents, and adaptations to Kenyan society.

Cathy Oliverson teaches music at Moi Girls' School in Eldoret. She is now leaving after two-and-a-half years of service, saying that she has found "enormous appreciation" for her work in music from students, parents, and the community. Cathy has found this "immensely satisfying." After years of neglect, she says, Kenyans now have an intense interest in African music. Cathy feels that it took her a year to get oriented in the culture, but the last year-and-a-half were productive and very satisfying. She claims to have learned a great deal about traditional music from the experience, but she is not certain that traditional music is a real priority in a rapidly changing society. "We are kidding ourselves if we try to say that music is a basic human need, but, then, BHN is too narrow an approach for the Peace Corps."

Mike Cannon has taught for a year in a Harambee school in North Kabras (Western Province). An environmental science major from New Jersey, Mike views his teaching as badly needed and thoroughly enjoyable. He teaches math for forms one through four, and some biology, physics, and English when other teachers are out. He reports a wide range of student abilities in his classes, and government exams that are very difficult. His best students learn fast, and he works with them individually at night. All his students are children of local farmers. He has asked for a transfer to another school because his Headmaster promotes cheating on exams.

Nick Lumbardi is a volunteer who has, as we used to say, "gone

native." Specifically, he has gone Luo. He lives in an isolated Luo community several miles from a road. He teaches and has become Acting Headmaster at a Harambee School in West Nyakach (Nyanja Province), with students who are "rejects from government schools." Some are making solid progress, others are not. Nick says he spends non-teaching time in the community, where he is becoming fluent in Luo. He sees himself as serving the community as a teacher because he is serving the sons and daughters of the community through the school. In his view, "development for its own sake is absurd; development has to be related to a specific community." Nick became Acting Headmaster when the former Headmaster was run out of the community for sexual coercion of girl students. He identifies completely with the community, seldom sees other Americans, and has developed close friendships with primary school teachers in West Nyakach with whom he can "talk about anything." Lumbardi is literally carried away by the experience he is having, to the point of worrying Peace Corps staff. They have to keep reminding him to meet Kenyan standards for teachers in personal health and dress.

Pamela Baieroski teaches special education in Nakuru to mentally retarded children between the ages of 10 and 15. The school has three teachers, a Headmistress, and 50 children, with a waiting list of over 200. It is four years old, a day school, and the only special education school in the Province. Pamela says her students are the children of African civil servants. In her view, "Kenya needs special education badly, but is not ready for it yet." Funds are appropriated but not distributed. The curriculum contains no basic living skills or vocational training. She doubts that her students will have a place in society when they complete school. She sees them as mostly having learning disabilities rather than being severely retarded. Pamela says that she enjoys the students, has learned a lot, and has never regretted coming. She lives with two other PCVs, and freely reports that most of her social experience has been with expatriates.

Finally, from among the 168 education volunteers in Kenya, Shirley Gilpin teaches biology and English at a Harambee School in Kandara. She is in the middle of her two-year tour, and is thrilled at having already learned Swahili. She finds the teaching "interesting but scary," saying that she is gradually becoming effective with teaching biology but not very effective with teaching English. She has problems with the Headmaster, who is an obstacle to getting the materials the teachers need. Shirley lives with a female Ugandan teacher, and has come to know other teachers, market ladies, and a lot of other people in the community. "The community is a beautiful place," Shirley observes, and "the Peace Corps Harambee program is needed but may not be effective in the long run. We are filling a gap but we may not be helping Kenyans take over the schools." Shirley is what Peace Corps recruiters call a "B.A. Generalist," and a young American Black.

A bit more about the education programs in Kenya is important to report. Cherono arranged a meeting with an Undersecretary and Deputy Secretary in the Ministry of Education. They have some clear-cut ideas about changing the national school system, and about what they want from the Peace Corps. Two major reforms of the school system are underway. Primary school is being extended from six to nine years, to better prepare students for secondary school, with the curriculum at the 8th and

9th levels diversified. Kenya is also trying to "break out of the academic bias" and add vocational and technical courses, plus courses in music and physical education. These officials point out that there is a new desire to record and preserve traditional musical culture before it is lost. Music has been added to the curriculum at the primary school level and to the teacher training colleges, but the teaching of music is "dead" at the secondary level. Until recently, there were no university departments of music and very few students were enrolled. Kenya wants Peace Corps music teachers for the secondary schools and secondary teacher training colleges, and to help with recording traditional music, until a supply of trained Kenyans can take over.

Kenya has free primary education for grades one through seven, but it cannot yet be made compulsory. The bottleneck has been with adequate facilities at the secondary level. The Harambee school movement and changes in the structure of primary education are responses to this. These officials say they need education volunteers for the higher primary levels, especially for vocational courses, for the Harambee schools, and secondary math and science teachers for the "A Level" (advanced college preparation) in government secondary schools.

What, then, are the obstacles? Rich Kraemer, the Deputy Country Director, had some answers. It is not all programming guidelines from Washington and supply problems with qualified volunteers. He made two other points. Education programs are solid if the placements are good, and the Peace Corps has limited control over this. Peace Corps/Kenya's budget limitations have severely restricted the development of new programs.

PART FOUR

PROGRAMMING POLICY FOR THE EDUCATION SECTOR

7. Interpreting the Basic Human Needs Mandate

Several large policy issues are central to shaping the education sector of the Peace Corps for at least the next five-year period, perhaps throughout the 1980s. The most significant of these issues is related to the Basic Human Needs mandate for U.S. assistance to developing nations. What types of education programs and volunteer placements do or do not serve basic human needs? This is an exceedingly complex consideration given to strong differences in judgment about exactly what constitutes the parameters of basic human needs, which populations are included or excluded, and which Peace Corps education programs provide effective assistance. Is formal education a basic human need? And if so, up to what level of education, in which settings, for what kinds of students, and with which subjects of instruction? Underlying any set of premises about the proper relationship between Peace Corps education programs and basic human needs is the deeper question of what role formal education, and those who benefit from it, play in the process of development.

These questions about education sector programming policy are of great import to the Peace Corps and its host countries, since volunteers are currently serving at the levels of primary, secondary, higher, and adult education. Volunteers are serving in the fields of teacher training, curriculum development, vocational education, nonformal education, and old-fashioned academic instruction. Subject matters taught by volunteers range across mathematics and physical sciences, English (both as a foreign language and as a national language), and humanities, arts, social sciences, agriculture, health, mechanics, home economics, and so on. Volunteers are located in urban, town, and village settings--living in quarters that range from mud-and-thatch cottages to better houses than they would have at home. How does a programming policy discriminate between these levels of instruction, subject matters, and community settings as to which programs are best serving the basic human needs concept and having the greatest development impact? To gain some perspective on the issue, some recent history must be examined.

Origins of Current Programming Policy

At the 1975 Annual Meeting of the Board of Governors in Nairobi, World Bank President Robert McNamara observed that the benefits of foreign assistance to developing nations were not reaching a sufficiently broad range of people. Specifically, the living conditions and life chances of the "bottom 40 percent" or the "poorest of the poor" were not improving. Shock waves rippled through the agencies and legislatures of donor nations. A new consensus quickly emerged that the "trickle down" concept of development assistance--the creation of trained manpower and a modern infrastructure of government and industry as the keys to development--did not work, or rather worked only to create and nurture a relatively small privileged class. An alternative strategy of targeted assistance was devised, with a sharp focus on the poor and their "basic human needs." This

strategy became the governing mandate of all U.S. development assistance, backed by the U.S. Congress.* Obviously, McNamara alone did not have that much influence. Concerns about the effectiveness and direction of development efforts had been brewing for some time. In the new policy context, it was inevitable that the contributions to development, and the appropriateness to BHN criteria, of Peace Corps education programs would be re-examined. The steps that followed inside the Peace Corps require some recounting.

First, Congress amended the Peace Corps Act, adding to the first of the three original goals, the providing of trained manpower to developing nations, the phase "particularly in meeting the basic needs of those in the poorest areas of such countries." Second, Peace Corps leadership, under the guidance of the Director of ACTION and the Carter Administration, set about defining the policy implications of BHN for programming choices.

Agency leadership took as an operational definition of basic human needs the meeting of "minimal requirements for physical survival of people," and proceeded to seek a transformation of the education sector. On August 30, 1977, ACTION Director Sam Brown told State Department officials at the Secretary's Open Forum:

> The kinds of service volunteers perform will depend on locally identified needs but we will again be focusing on basic human needs rather than on the more sophisticated bureaucratic needs for manpower. For example, we plan to have...volunteers in education helping in the fight against illiteracy and basic numeracy, providing skills and knowledge relevant to the needs of the poor rather than staffing secondary schools and training the country's future elites.

At a 1978 Latin American Regional Conference of the Peace Corps, Brown stated that education programs had placed "too much of their emphasis on the elite upper five or ten percent."

Peace Corps Director Carolyn Payton pointed out in a January 1978 memorandum to all country directors that "projects which address basic needs related to physical survival will carry a higher institutional priority and command an increasing portion of Peace Corps resources."

Next, an Office of Programming and Training Coordination (OPTC) was created to oversee the BHN transformation of Peace Corps programming. Criteria were prepared and circulated in programming policy manuals specifying the characteristics of programs consistent with the new direction. Among the criteria were the following:

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*For a comparison of the BHN strategy to earlier strategies, see E. R. Morss, "Measurable Development Results of the Last Quarter Century: Do They Have Policy Implications?" U.S. Agency for International Development, Office of Evaluation, June 1979.

> "1. There is a direct contribution to increasing the capacity of program and project beneficiaries to meet essential requirements for human survival.
> 2. The intended immediate beneficiaries are people from the poor majority most in need of assistance."

The education sector became the "knowledge/skills" sector, and a working paper was drawn up elaborating on programming guidelines for the sector.* Education programs should serve "deprived groups who have no or limited access to formal education systems or persons in conditions which directly affect their basic welfare..." They should "directly relate to daily survival needs" or "have developmental goals related to improvements in educational systems or linkage with other development problems such as health, food, conservation, etc."

Peace Corps country directors were instructed to prepare Country Management Plans describing programs and requests for volunteers. These were in turn examined by review units in Washington to rate programs as "BHN programs" or "non-BHN programs." Country directors were asked to either prepare phase-out schedules for non-BHN programs or provide a "special consideration" rationale. A May 1, 1979 review document from OPTC observed:

> Out of all Peace Corps knowledge/skills projects assessed during the FY 1979 Country Management Plan review process (April 1978) less than half a dozen of those in the formal education sector (excluding vocational and special education) were judged to fulfill Peace Corps' BHN criteria.

The close scrutiny of education programs was accompanied by a highly negative characterization of the school systems in which many volunteers worked. The Working Paper cited above characterized them in the following way:

> Formal education systems in the developing world are often least susceptible to change and adaptation. In most cases the formal system is built on a European or North American model, geared to certification and a hierarchical process, and has the effect of excluding as much as 90 percent of the eligible population in many countries. This exclusion results partly from mal-distribution of educational facilities as well as the fee requirements, scheduling of classes, and other factors which limit access by many needy groups. The formal systems too often educate people inappropriately, preparing only for more education or for government employment, usually in numbers far in excess of the absorptive capacity of the higher education or government employment sectors. Curricula are often standardized, using imported texts and concepts, and exams leading to certifi-

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*Discussion Papers, Basic Human Needs Perspectives on Peace Corps Programming (Working Draft), Office of Programming and Training Coordination, Fifth Printing, August 1979.

> cation tend to be rigid and reinforce rote learning of facts and abstractions. Many countries have recognized such shortcomings in their formal educational systems, and are taking positive steps to modify and expand them.

Efforts to discipline education programming to BHN criteria raised some important issues; they also threatened to terminate a wide range of education programs and, with a broad brush, tended to discredit formal education in developing countries as an arena in which volunteers could carry out the Peace Corps mission.

Not surprisingly, this vigorous and in many ways rigid effort to change or reduce the education sector met with a counter-reaction from overseas--from elements of Peace Corps field staff, education volunteers, and government officials in some host countries. In 1978, Peace Corps field staff in Africa gathered for a conference to discuss the new directions for programming. Many strongly defended the validity of programs in formal school systems, especially Africans who were Associate Peace Corps Directors. Groups of volunteers wrote in opposition to the projected phasing-out of education programs in which they were serving. In some cases, high government officials wrote to insist that education programs not be phased-out.

Reservations about the transformation of the education sector also surfaced in the agency headquarters. In April 1979 Peace Corps Evaluation staff warned that the impact of the new policy on the education sector would undercut a range of other agency goals: the overall number of volunteers would decline; the cost-per-volunteer would be driven up because costs associated with other sectors were higher; opportunities for generalists, minorities, and women to serve in the Peace Corps would decline; Peace Corps would face conflicts with stated host country needs and priorities, and perhaps "slow their progress in reaching lasting solutions and relative independence vis-a-vis other nations."*

Richard Celeste, a new Peace Corps Director appointed in 1979 along with the Executive Order giving the agency autonomy within ACTION, asked that a fresh look be taken at education programming policy. In December 1979 he effectively modified that policy with a memorandum to senior staff and country directors that stated:

> there has been some confusion about whether Peace Corps views assignment of volunteers to education projects as a high priority in our programming efforts...depending on the development context and priorities of a developing country, a well structured and properly focused educational program does address the basic human needs of the host country as effectively as any other Peace Corps program.

Celeste singled out the most criticized programming area--TEFL assignments--

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*"The Impact of Skills/Knowledge Programming Policy on Agency Goals," Peace Corps Evaluation Issue Paper, April 16, 1979.

as legitimate "whether or not they meet BHN criteria if volunteers reach students among the urban or rural poor, develop new curriculum materials or influence teaching methods, or provide access and credibility for later programming efforts."

During the 1977 to 1980 period, the new programming criteria and views of the role of the Peace Corps in formal education had various effects upon the education sector, some of which are difficult to separate from the more general problem of managing scarce resources. A wide range of education programs were scheduled for phasing-down or phasing-out. This was especially true for the NANEAP Region, where the total number of education volunteers has dropped by 49 percent since 1978, from 1,037 to 531. During the same period, total volunteers in the region dropped by 26 percent, from 2,030 to 1,510. Since these figures do not include countries from which the Peace Corps has exited for other reasons (Bahrain and Afghanistan), it is arguable that the overall decline can be largely accounted for by a de-emphasis on education programs without a corresponding capacity to initiate or expand effective programs in other sectors. Some education programs were also scheduled to phase-down or phase-out in the Africa and LA/C Regions.*

Some officials in the Peace Corps argue that the decline in education volunteers and programs is largely explained by other factors, such as the drop in applicants, a scarcity of volunteers with the education skills in highest demand, a shrinking budget, and necessary decisions on trade-offs in development impact between education programs and programs in other sectors. Against this recent programming background, the resilience of education programs in the field must also be noted. They have remained the largest area of Peace Corps activity, and have retained much of their diversity, because of a basic pragmatism in programming practices and because they are so deeply rooted overseas.

Several other effects are apparent from a close examination of Country Management Plans for education programs between 1978 and 1980, and from discussions with Peace Corps staff and volunteers. Some education programs were effectively modified along the lines of basic human needs programming criteria. In other cases, this amounted to little more than rephrasing the rationales for the programs. Education volunteers--particularly those in university education and teaching academic subjects at the secondary level--sometimes felt as though they were second-class citizens in the overall Peace Corps effort. There has been a certain amount of conflict with host country officials who view education programs as top priority and one of the most effective areas of service by Peace Corps volunteers. A Minister of Education for Togo, Amoussouvi Amedeguato, wryly commented on the shifts in programming policy by saying that you do not offer a thirsty man water and then tell him when he has had enough.

Application of basic human needs criteria to the education sector has acted as a two-edged sword. Even the strongest advocate of the merits of education programs in the agency readily admit that the close scrutiny and hard-headed criticism of education programs has shaken out a complacency

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*The impact of the new programming criteria on specific education programs is reviewed in the Appendices.

that had settled in over the past 15 years.

Joyce Leader, for example, of the Africa Region staff, observes that both Peace Corps field staff and host country officials had fallen into programming routines that failed to encourage needed reforms of school curriculum and teaching practices, and failed to extend the education infrastructure to new populations. Leader sees this as a constant danger because of the time span of the tour of duty for field staff. They arrive to administer the existing programs and plans of previous staff for about a year and a half, before they get their bearings in a culture, and then have about six months to develop any new programming directions before replacement staff arrive. Leader believes that the basic human needs programming criteria have forced field staffs to define more clearly the merits of on-going programs in formal education (or phase-out programs that cannot be defended) and think more creatively about potential new programs in vocational and non-formal education. Ultimately, she favors largely decentralized programming practices in which decisions about how specific Peace Corps programs in particular countries affect development are made collaboratively by host country people and local Peace Corps staff, rather than attempting to make such decisions from a centralized and fixed concept of programming policy or of development theory.

Kelly Morris, also of the Africa Region staff and with years of Peace Corps experience in Togo, favors centralized programming policies based on basic human needs criteria, but with "moderately flexible interpretation" by both Washington and field staff. Morris feels that the concept of basic human needs has gotten the Peace Corps out of a number of deep ruts in formal education. Yvonne Jackson, until recently the Peace Corps country director in The Gambia, argues that abstract models for education programs based on universal criteria are not as important to Peace Corps effectiveness as the contextual relationship of programs to the process of change and development in specific countries. Jackson illustrates the point with examples from The Gambia: a volunteer teaching history in secondary school in a situation where students need to learn to think about historical forces and change; a volunteer ethnomusicologist recording traditional music for the national archives and school curriculum; and volunteers working on curriculum reform for an undeveloped school system. Jackson questions the rural and vocational bias of basic human needs criteria. She argues that urban problems are central to development in Africa, and that a people's sense of self and cultural values is a precondition to development. In Jackson's view, the Peace Corps has "gone from one extreme to another" in education programming without reaching a happy medium based on the process of negotiation with host country officials.

Basic human needs programming criteria deserve credit for some clear improvements in education programs. They have focused program planning on previously unserved populations: out-of-school children and youth; school drop-outs and rejects; unemployed youth; and unschooled adults in rural areas, especially women. Progress in these directions has been slow, partly because host countries have been slow to move and partly because vocational and nonformal education programs are exceedingly difficult to operate effectively until more experience has accumulated. But this is a major new frontier for the sector in the years ahead.

The effort to discipline education programming has also improved more conventional programs in formal education. A majority of education volunteers are now assigned to rural areas. This trend began at least as far back as 1965, as indicated by the study in Sierra Leone reported in an earlier section, but has gained new momentum since 1977. Rural placements have several advantages. More volunteers learn host country languages. They probably develop closer relationships with a wide variety of host country citizens, and in general gain more satisfaction from the experience. Education volunteers have also been better concentrated in "less developed" schools, where they assist the extension of the school system to rural areas and help equalize the quality of education offered by established and new schools. After not having seen volunteers in the field for 12 years, I recently visited education volunteers in Sierra Leone, Togo, and Kenya, and the majority were located deeper in the culture and performing as impressively, if not more impressively, then education volunteers in the 1960s.

David Levine, Director of OPTC, insists that basic human needs criteria are not contradictory with ongoing programming in formal education. Fully understood, he says, the policies require that important variables be considered for all volunteer placements: background characteristics of student populations (i.e., family income, opportunities for work, handicaps, gender, etc.); location and staffing options of the school; relevance of curriculum to be taught to the needs of the society and the real work options of students. Levine's position is that education programming unexamined for its development implications is unacceptable, since this is the fundamental mission of Peace Corps. Even then, he points out, there is a "special consideration" category of programs to accommodate reasonable host country requests outside the basic human needs framework.

Still, Levine is admittedly a hard-liner on certain issues. He considers targeting of Peace Corps programs to disadvantaged populations the top agency priority. He is not sympathetic to the argument that education programs make a contribution in shaping the skills and attitudes of "future leaders," although he does concede that this objective is a coherent rationale for influencing development. Levine views school systems in developing nations as a conservative structure controlled by entrenched forces that are obstructing the progress of broad-based development, and he does not believe that Peace Corps education programs should be the captives of these structures and forces. His main interest is in new concepts and programs for nonformal education, where he believes the Peace Corps can begin to reach disadvantaged groups. He does not view conventional vocational education, within the structure of formal schooling, as moving in this direction. Pirie Gall, a programming officer in OPTC, takes the arguments against programming in formal education several steps further. Ideally, he says, Peace Corps efforts in education would be fully integrated into "purely basic human needs sectors." There would be no education sector, as such, at all. Instead of TEFL volunteers, agriculture volunteers would teach English as part of their agriculture programs.

Thus we come back to the basic issue. The wide range of opinions and disagreements within the Peace Corps--echoing factions among development assistance theoreticians--revolve around the question of which education activities meet a basic human needs test, or more broadly, have development impact. The OPTC programming manual provides a narrow con-

struction of the basic human needs concept. Aside from the fact that the poorest 40 percent do not often gather together in classrooms separate from their fellow 60 percent, narrow criteria for education programming do not provide a contextually-relevant rationale for the diversity of Peace Corps education programs. Education is a many-headed thing, occurring in a wide variety of settings, toward a range of ends, with people of diverse ambitions and talents requiring knowledge of many sorts. Volunteers in university programs, TEFL teachers, and other education volunteers all represent distinctive development rationales.

This suggests that the education sector requires not one monolithic programming policy--into which all volunteer placements and programs must be force-fitted--but multiple programming policies, each empirically related to the institutional settings, development goals, and human beings served by volunteers in the varied programs.

The World Bank, which defines education as a basic human need, captures this broader perspective:

> People need education to acquire a broad base of knowledge, attitudes, values, and skills on which they can build in later life, even if they do not receive further formal instruction. Such education provides people with the potential to learn, to respond to new opportunities, to adjust to social and cultural change, and to participate in the political, cultural, and social activities. As societies develop, education becomes a necessary condition for the ability of the individual to identify with the prevailing culture.*

This statement would not seem to be delimited to any particular level of education, or form of education, or population groups. Certainly, many people in developing nations, government officials and ordinary citizens alike, consider education a precondition to all other forms of development.

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*World Bank, Education Sector Policy Paper, 1980.

8. The "Elitism" Issue

Criticisms of education programs have often revolved around the issue of whether or not teaching volunteers serve an elite segment of host country populations. Many of the categories of programming in the sector have been called "elitist" in orientation, serving the few rather than the many, embedded in conservative structures inherited from colonialism, and not representing the genuine values of the Peace Corps.

In bringing evidence to bear on this key issue, some conceptual distinctions are important. Peace Corps programs might not directly serve the "poorest of the poor" and still not serve a socioeconomic elite, or, to quantify the phrase, a top 20 percent of a national population. Obviously, there is a middle ground of 40 percent between the top 20 percent and the bottom 40 percent. Alternatively, volunteers might reach a mixture of, say, the middle 80 percent in a given country, without reaching the 10 percent extremes on either end of a socioeconomic scale. It should also be pointed out that American assumptions about class cannot readily be projected in simplistic formulas for developing nations. In many African countries, for example, up to 80 percent or more of a national population may be outside the cash economy. While not all of this group can be designated the "poorest of the poor," none belong to an elite class. Indeed, among the 20 percent or less of a national population that may be literate and part of the cash economy, only a small portion qualify as an "elite" in any clear sense of the term. In fact, an idealized profile for targeting education programs--with a bottom 40 percent on one end and an elite 20 percent on the other end--is likely to have little empirical validity in many Peace Corps host countries.

Another conceptual distinction is of considerable importance. Let us assume that students in developing countries who are found in secondary schools, universities, and teacher training colleges—although they may be drawn from diverse segments of host country populations--are on their way to becoming an educated elite. Is it inappropriate for Peace Corps education programs to play a role in helping to create a middle class or "future leaders"? While we cannot assume that a well-educated subgroup in a developing country guarantees broad-based development, it is certainly an important ingredient.

In the 1979 Volunteer Activity Survey, 1,015 volunteers in secondary education worldwide reported on the socioeconomic status of the students they served. This subgroup of education volunteers is a key sample because it is the largest area of education programming by far, and because in most developing countries only a small percentage of the eligible age group is enrolled in secondary education.

In this survey, 85.9 percent of the volunteers reported that they did not primarily teach students in the top 20 percent of the host country population. Only 14.2 percent reported that they did. In Africa, 82.7 percent of volunteers responded that they did not primarily reach the top 20 percent. The parallel figure for LA/C was 93.8 percent, and for NANEAP it was 89.2 percent. Clearly, a vast majority of volun-

teers in secondary education do not find themselves serving an upper class.

These findings did not vary greatly by subject matter taught. Among English teachers in Africa, 76.8 percent of those responding said they did not primarily serve an elite 20 percent, and 85.3 percent of TEFL teachers in the NANEAP Region reported the same.

The findings for math and science teachers are even more definitive on this issue. In Africa, 86.5 percent reported not serving the top 20 percent. For NANEAP, the figure was 93 percent.

This is not to say that education volunteers primarily reach the poorest of the poor. Worldwide, only 25.8 percent of secondary education volunteers reported primarily serving the bottom 40 percent. However, over 70 percent reported that their students were primarily from the lower 60 percent of host people or from all classes equally.

Even among university education volunteers, of those responding to the Survey, 72.4 percent said that they either served students outside the top 20 percent in the country or all classes equally. Among volunteers in teacher training, 82.9 percent reported the same.

If we can assume that volunteers have a grasp on the socioeconomic status of their students in the context of the overall populations of host countries, the charge that education volunteers serve an elite is clearly ill-founded. A high percentage of volunteers responded to the VAS, so the response bias is not likely to be large.

Other evidence confirms this finding. The Lewis and Bergthold/McClelland studies cited earlier in this report, on education volunteers in Sierra Leone and Ethiopia in the 1960s, both found that the students of Peace Corps teachers were unlikely to come from homes of higher socioeconomic status. These findings square with the predominant views expressed today by education volunteers themselves, by many Peace Corps country staffs, and by country desk officers.

Education volunteers in general are a force for extending quality education to a broad mix of students in developing countries.

9. Demand and Supply

If the education sector has been declining in size, how much of the reduction in volunteer strength can be explained by diminished demand from developing countries? In an attempt to pin down a fairly realistic answer for this report, Peace Corps country directors worldwide were surveyed in December 1980. They were asked what the additional demand for education volunteers would be, above present numbers, if existing major constraints could be removed (supply of qualified applicants, budget limitations, programming criteria, and so on). In considering the data obtained from this survey, it must be understood that a wide range of factors impinge upon the translation of raw demand into workable programs. These will be discussed later in this section.

In the Africa Region, country directors report a reasonable potential for increase in education volunteers by 70 percent over present levels, or from 1,096 volunteers to a level of 1,869. The potential for expanded programming encompasses all areas except curriculum development, and is particularly high for primary education, math/science, vocational instruction, and TEFL.

The figures for additional demand in the NANEAP Region are even more startling, probably reflecting the sharp decrease in education volunteers in the Region since 1978. Country directors in the region report a potential increase of 130 percent, from 531 education volunteers to 1,220. The greatest potential for program expansion is in the areas of nonformal education; secondary math/science, TEFL, and vocational teachers; and university and special education.

For Latin America/Caribbean, there is potential for expansion by 55 percent, from 365 volunteers to 566. The largest additional demand areas are special education and vocational or technical education.

All this adds up to a potential growth of the education sector from 1,992 volunteers to 3,718, an increase of 47 percent overall. Data are based on replies from about 85 percent of Peace Corps country directors, thus the numbers may be somewhat larger.* It should also be remembered that some of the larger developing countries do not currently host Peace Corps, and there is no way to capture this potential demand. Table 23 shows the aggregate additional demand for education volunteers, in comparison with existing volunteer levels in 1980, on a worldwide basis by major programming categories. Table 24 shows aggregate demand broken down by region, with secondary education broken down by subject matter.

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*Data on additional demand were not obtained for the following host countries: Belize, Chile, Honduras; Ivory Coast, Kenya, Mali, Senegal, Togo; Tunisia, Solomon Islands, Western Samoa.

Table 23. Education volunteers worldwide by programming category, and potential additional demand, 1980.

Category	PCVs	Additional Demand	Total	% Increase
Nonformal	150	153	303	102
Primary	32	143	175	447
Secondary	1,320	1,056	2,376	80
University	97	60	157	62
Special Education	118	197	315	167
Curriculum Development	23	11	34	48
Teacher Training	219	56	275	26
Vocational	33	50	83	152
Totals	1,992	1,734	3,718	87

Note: Countries for which data were not obtained are Belize, Chile, Honduras; Ivory Coast, Kenya, Mali, Senegal, Togo; Tunisia, Solomon Islands, Western Samoa. Numbers from Korea are not included because Peace Corps is departing from the country.

Table 24. Education volunteers and additional demand by programming category and region, 1980.

Category	AFRICA		NANEAP		LA/C	
	5/31/80 PCVs	Add. Demand	9/30/80 PCVs	Add. Demand	9/30/80 PCVs	Add. Demand
Nonformal	45	19	26	119	79	15
Primary	2	113	11	24	19	6
Secondary	891	525	376	375	53	156
Math/Sci	434	262	154	127	10	13
Eng/TEFL	278	82	157	130	2	0
Voc.	153	160	52	108	36	71
Other	23	21	1	10	5	9
University	43	11	36	49	18	0
Special Ed.	16	46	42	106	60	45
Curriculum Devevelopment	12	0	1	8	10	3
Teacher Training	80	42	31	8	108	6
Voc./Tech.	7	17	8	0	18	33
TOTALS	1,096	773	531	689	365	201
INCREASE		70%		130%		55%

Note: Figures from same sources as Table 23.

Demand is expressed to Peace Corps headquarters in the form of requests for volunteers ("trainee requests") negotiated between Peace Corps country staffs and host country officials. These requests are further sifted in Washington according to programming criteria and priorities, and supply of qualified applicants. A great many considerations are important to the translation of raw demand into workable programs. These of course include adequate program funds and the supply of qualified volunteers. Program settings are important: placement sites for volunteers with adequate housing, a reasonable possibility of achieving

goals, and nondisplacement of qualified nationals; a functional infrastructure, including support staff provided by the Peace Corps or host country; cultural factors such as the safety of volunteers or the language and communication skills required; and so on. The Peace Corps has plenty of experience with the "hard realities" that constrain the translation of raw demand and seemingly good ideas into effective programs.

On the other hand, there is considerable elasticity to both demand and programming. The conceptual framework for thinking about programming has an enormous influence on the statement of demand. This particularly includes the development priorities for which the host country thinks the Peace Corps can be useful, and the programming criteria established by the Peace Corps. When mutual agreement is reached about moving programming in one direction or another, the movement from concept to expressed demand to programming can be fairly rapid. Host country officials may come up with ideas about need for volunteers based on development plans, convince Peace Corps field staff, and demand begins the move toward programming. Alternatively, Peace Corps field staff with clear ideas about development assistance may convince host country officials to buy a new programming direction, and the movement from demand to programming begins. Imagination and the exploitation of possibilities are as powerful forces in the making of good Peace Corps programs as the "hard realities."

The Supply Side

If there is considerable potential for growth of the education sector based on overseas demand, then what about the supply side? Which education programs can be matched with a sufficient supply of qualified applicants to accommodate growth, and which cannot? What alternatives related to supply might the Peace Corps exercise to better respond to additional demand?

The potential supply of qualified volunteers for education programs is extremely difficult to quantify. It is potentially any and all Americans who might be qualified for Peace Corps service. But obviously many variables intervene in establishing the actual number of applicants to the Peace Corps and determining those who are qualified for placements overseas, ranging from the attractiveness of the Peace Corps to Americans to stringency of qualifications for specific programs in the field. The general supply of applicants seems to be quite elastic. In 1966, for example, there were 42,246 applications for Peace Corps service. But by 1976, the number had dropped to 18,189. There has been roughly a 50 percent reduction in applications in the 1970s from the 1960s levels. Applications reached the lowest level in 1978--13,661--since 1961, the first year of the Peace Corps. But in 1979, they had rebounded to 18,159 in only three-quarters of the year.

By far the largest category of applicants to the Peace Corps is B.A. Generalists--recent liberal arts graduates without specialized degrees or substantial work experience. Education programs in which Generalists can serve, after training, have the most abundant supply of qualified volunteers ("fill rates" in Peace Corps terminology, meaning the ratio of applicants selected for training to host country re-

quests). This varies greatly according to the academic major or minor required for the program. Programs requiring specialized skills (advanced degrees, specialist degrees, or teaching experience) have the tightest supply of qualified volunteers. Table 25 illustrates 1979 requests for volunteers of various backgrounds, applicants who entered training, and fill rates.

Table 25. Volunteer requests, trainees, and fill rates for various skill categories, 1979.

Skills	Requests	Trainees	Fill Rate
Generalists*	1,475	1,274	88%
Other Arts/Social Science	118	99	84%
Education			
Non-scarce skill	170	111	65%
Scarce skill	100	60	60%
Biology**	348	284	82%
Math/Sciences***	312	173	55%

*Includes requests for education programs and programs in other sectors.

**Requiring B.S. in Biology and less than one year's work experience.

***Including others with B.S. and math or science majors, and advanced degrees, with or without experience.

With the existing supply of applicants, it is obvious that education programs with the greatest potential for growth are those in which Generalists can serve. Only certain current education programming areas can effectively utilize Generalists. Programs requiring specialists in math or the physical sciences, or in education skills, are likely to be the most difficult to expand. Programs requiring special language capability, such as French for teaching in Francophone Africa, will also be difficult to expand.

In order to respond to additional demand for education volunteers, two factors are of central importance. One is the recruiting capability of the agency. Presently, the only programming area in the education sector given recruitment priority is teachers of math and the physical sciences. Despite the low fill rates for these programs, the Peace Corps has in fact placed 431 math/science teachers in overseas assignments in 1979 from a relatively small pool of potential applicants. With improved

recruiting capability in other educational programming areas, it is likely that the supply of volunteers with specialized qualifications could be expanded.

The second factor is perceptions of the Peace Corps by potential applicants. Many potential applicants do not have a clear understanding of the work the Peace Corps is doing today, especially in the field of education. Large numbers of potential applicants believe that they are not qualified for education programs, or that they are not wanted or needed in Third World countries.

10. Additional Issues

Competition for Volunteer Bodies

A submerged struggle has fueled the recent policy disputes about education programming. This is the struggle over limited resources in the Peace Corps--a supply of 3,000 to 4,000 qualified volunteers a year, far below earlier levels, and a budget frozen by continuing resolution that is rapidly shrinking due to inflation. Within the education sector, expansion of programs in nonformal education, vocational education, and special education requires decreasing volunteer numbers in effective existing programs that are in high demand. At the same time, efforts to expand programs in other sectors (health, food and nutrition, water resources, etc.) inevitably collide with the size of the education sector. What has in the past been a healthy competition between programs and sectors as to diversity of performance in meeting Peace Corps goals has often degenerated into disputes over pieces of a shrinking pie.

Craig Hafner, an OPTC sector specialist in water and sanitation programming, expresses the dilemma very well. Craig is a former Tanzania volunteer and Associate Peace Corps Director in Sierra Leone. He has a strong commitment to quality of Peace Corps programming as a major force for development. He points out that a small country such as Sierra Leone can absorb a limited number of Peace Corps volunteers, and the large education programs make expansion of health and agriculture programs difficult. During Craig's tour of duty as APCD, he opposed an expansion of requests for education volunteers in Sierra Leone from 80 to 110 on this basis. Craig takes a dim view of current overall education programming. He would like to see education volunteers shifted primarily into vocational and nonformal education programs. He "has a real problem with TEFL as a Peace Corps programming area." He is concerned about what he sees as the placement of volunteers in schools as part of a patronage system within host country educational establishments. While thoroughly pragmatic and non-ideological in his views of programming, and positive about what Peace Corps volunteers can contribute to meeting basic human needs, Craig sees none of the possibilities for what volunteers can accomplish in classrooms, and views formal education programs largely as an obstacle to be overcome.

Until the pressure on the agency budget is relieved, permitting an overall growth in volunteer numbers and greater latitude in exploration of new programming directions without intrusions upon effective existing programs, internal Peace Corps disputes about the merits of education programs are unlikely to subside. If a gradual shrinkage in number of volunteers and programming funds continues, the struggle over volunteer bodies is likely to intensify.

The solution to this problem of declining resources lies not with recasting education programming policies, or with judicious arbitration of volunteer allocations, but with actions that permit the Peace Corps to

nurture multiple programming strategies, within the education sector and for other sectors also. Possible actions range from a Congressional decision to give the agency an adequate budget for sustained contributions to the development of human resources through multiple programming strategies, closer collaboration with other donor agencies, private sector support of some Peace Corps programs, or expanded support from host country ministries.

Documentation, Evaluation, and Research

One of the most striking features of the Peace Corps education sector is how little knowledge exists about what has been achieved after almost 20 years of programming. This is true in terms of descriptive documentation for the succession of education programs, and in terms of solid data about program contributions to students and school systems. It is true at several levels of analysis: longitudinal knowledge about education programming in individual host countries; comparative knowledge about parallel programs across several countries or regions; and in-depth studies about interaction between teaching volunteers and students in the classrooms of developing countries. The lack of substantial knowledge is true of other programming sectors as well, and of course the development of such knowledge is no easy task.

Still, a base of knowledge about education programs is important for numerous purposes. For example, comparative studies of vocational and nonformal education programs in several countries and regions would assist in identifying sound programming principles. They could be useful to Peace Corps field staff, host country officials, and other donor agencies interested in these fields. With creation of practical knowledge about fields of education in which volunteers have substantial involvement, the Peace Corps can play a lead role in the development and refinement of several fresh directions in education programming for developing countries.

Where there are questions about development impact of specific categories of education programming--such as university education and TEFL--studies of programs in a variety of settings would yield information for management decisions. Such studies need not be experimental to be useful. Straightforward documentation of program goals, and evidence of whether volunteers are meeting or not meeting the goals, aggregated for all education volunteers in a programming category across set time intervals, would provide an intelligent basis for programming criteria and management decisions. Similarly, analytical reports based on observations of a set of similar programs in several countries by an expert or team of experts in the particular field of education would yield useful information. University education volunteers in the Africa Region might be the basis for one such report, or TEFL volunteers in several countries in the Africa and NANEAP Regions. More comprehensive reports on a category of education programs could empirically answer questions about student populations served by volunteers in these programs, development rationales for the programs, the human needs context in which volunteers see themselves working, programming or support weaknesses, and so on. It seems particularly important that the Peace Corps begin to balance omnibus evaluation studies of the mix of programs in a specific country with a new

type of evaluation study of a single category of programs across diverse settings.

It is also important to begin to move documentation and analysis into a longitudinal dimension. There is a substantial history of Peace Corps involvement in education development in many countries. The records of Peace Corps involvement in particular countries--in primary education, secondary education, math and science instruction, and so on--could be consolidated and analyzed. Although many records have unfortunately been discarded, a base of information remains in some field offices and in the agency library. The history and contributions of education programs in particular countries, and for the sector generally, will be of more than antique interest. Current volunteers and field staff need some perspective on how their efforts fit into a larger picture. Constituencies that are important to the Peace Corps need to know what has been achieved over 20 years: potential applicants, others in the development assistance field, host country officials, and the U.S. Congress. The Peace Corps deserves to be taken seriously in the field of development assistance. It has played an unusual and even extraordinary role in American contact with the Third World in the post-colonial period, sending almost a hundred thousand volunteers to live and work in a rich variety of cultures and nations. Every effort should be made to preserve and illuminate this record.

Secondary Projects

A secondary project is a development activity a Peace Corps volunteer carries out in addition to the primary or official assignment. Over the years, many volunteers have initiated imaginative, highly visible, and useful secondary projects that provide personal satisfaction and make a specific contribution to a host community. Examples include the development of libraries, demonstration gardens, crafts cooperatives, and adult literacy programs. One legendary secondary project is the school dormitory Senator Paul Tsongas organized students to build while he served as a teaching volunteer in Ethiopia. Volunteers often have areas of intense personal interest or special skill that find no outlet in primary assignments, and secondary projects represent opportunities for volunteers to use their interests and talents for community projects.

Secondary projects have come to assume a quasi-official status in the Peace Corps, especially for education volunteers. Teaching hours are often relatively short and vacation periods often long for education programs. Thus country directors have strongly encouraged, and sometimes required, teaching volunteers to develop secondary projects. What literature there is on this subject differentiates between secondary projects--which are on-going and community-based--and vacation projects--which fit into a school holiday and are not necessarily in the volunteer's host community. As far back as 1963, an evaluation by David Gelman on vacation projects of teaching volunteers in Ivory Coast and Ghana concluded that such projects should be compulsory. An article in the May 1967 issue of Peace Corps Volunteer argued against bureaucratizing vacation projects. This is a long-standing policy debate in the Peace Corps.

Today, the mild controversy surrounding the secondary project stipulation for education volunteers involves two largely implicit assumptions. One is the assumption that teaching is not a full-time job, and that a volunteer teacher has an obligation to engage in additional work. The second is the assumption that classroom teaching does not meet basic human needs, and thus volunteer teachers should become involved in a secondary project that involves direct contact with the poor and necessities of physical survival, such as health or food and nutrition. It is understandable that volunteer teachers--many of whom work long hours of intense concentration in classrooms, preparing lessons, tutoring individuals, and meeting responsibilities in the school community--resent such assumptions. However, there are more universal values for all volunteers behind secondary projects: (1) meeting additional development needs in local communities; (2) establishing personal relationships with a broader range of host country people; and (3) utilizing special skills and interests during a tour of service.

The 1979 Volunteer Activity Survey provides the only substantial data about secondary projects worldwide. Forty-two percent of all volunteers responding reported that they had secondary projects. Of the 42 percent, the largest group were involved in secondary projects in education (40 percent), followed by agriculture/natural resources (19 percent), community services (17 percent), health (16 percent), and economic development (7 percent).

In terms of role, the largest number of volunteer secondary projects involved teaching (34 percent), followed by organizers/coordinators (11 percent), extensionists (9 percent), consultants (8 percent), and administrators/supervisors (7 percent).

In terms of substance, 10 percent of secondary projects involved teaching English, 5 percent teaching other subjects, 5 percent in recreation or sports, 5 percent in physical education, 4 percent in horticulture, and 3 percent in health.

In terms of institutions, 12 percent of secondary projects were in secondary schools, 10 percent outside any institution, 5 percent through colleges or universities, and 4 percent in each of the following: primary schools, agricultural extension services, and "other community service institutions."

There is a strong tendency for volunteers to carry out secondary projects in their area of primary assignment. For example, 61 percent of education volunteers reported secondary projects in education, while 57 percent of health volunteers reported secondary projects in health and 42 percent in nutrition. Overall, education was the largest area of secondary projects for all volunteers with projects outside their own sector.

Available data from the VAS showed marginal differences between volunteers with secondary projects and those without secondary projects. Both groups felt equally positive about host country people, about their impact on development, and about their service. Volunteers with secondary projects were slightly higher on work with the "bottom 40 percent," on self-estimated foreign language proficiency, on psychological well-

being, on job satisfaction, on closeness of social relationships with host country people, and on total hours worked per week.

There is considerable interest in secondary projects, particularly for education volunteers, in Peace Corps headquarters Regional officials have asked how many education volunteers actually have secondary projects, about staff procedures in encouraging or requiring secondary projects, and what secondary projects add up to in terms of development impact and volunteer satisfaction. No clear answers are available for these questions. In Sierra Leone, Togo, and Kenya, country staffs encourage secondary projects for education volunteers and report largely positive results. In Togo for example, Jody Olsen reported education volunteers with secondary projects in solar drying of grains, developing bee hives, building latrines, teaching furniture building to the blind, teaching music, teaching art and crafts, and raising rabbits and chickens. In all these countries, field staff take a pragmatic approach, encouraging but not requiring secondary projects. Godfrey Cherono, in Kenya, argues that secondary projects should be part of the two-year commitment of each volunteer, but that the project itself should be something "purely personal." This appears to be the reality in the Peace Corps, and also a sensible norm.

The Missing Dimension

Classrooms in developing countries are where at least 75 percent of the work of the Peace Corps education sector takes place. There are rich possibilities for achievement inherent in that specific setting. In the Peace Corps context, the classroom is the microcosm where an American volunteer comes together with a group of sons and daughters of another culture. This is symbolized by Atitso Kodjogan and Susan White in their daily collaboration to better understand physics in a classroom in Apeyeme, Togo; by Elizabeth Brabbs of Michigan and her students of mathematics, hog-raising, and rice farming in Gerihun, Sierra Leone; by Nick Lumbardi of New Jersey with his Luo-speaking rejects from government schools in the Harambee classrooms of West Nyakach, Kenya.

Peace Corps teachers are about the business of developing human resources. When they are effective in the world of the classroom, they are reaching the minds and attitudes of children in primary schools, adolescents in secondary school, and young adults in teacher training institutions and universities in Africa, Asia, Oceania, and Latin America. They are cultivating understanding of the physical sciences, mathematical reasoning, vocational skills and options, methods of teaching, fluent use of the language and concepts of the English-speaking world, and other subjects.

For most Peace Corps education programs, the classroom is the heart of the matter. This is where the Peace Corps teacher creates, or fails to create, the disciplined work and quality of relationships that exploit the full potential of education. The host culture has defined the work being done in classrooms as important to national development, and the Peace Corps has defined the quality of relationships as important to human development.

It is true, of course, that classrooms lead out into the world beyond for both the students and the volunteers: into the atmosphere and operations of the local school and national school system; into the complexities of life in a local community; into the larger forces and issues governing the economic and political progress of the host country. The world inhabited by Peace Corps teachers and their students is no less complex than any other Peace Corps setting, and volunteer teachers have a responsibility for becoming familiar with people and forces beyond their classrooms. But the classroom is where most education volunteers can fully assert the development objectives and people-to-people goals of the Peace Corps. From the evidence I have seen--looking back over the records of the education sector, observing volunteers and interviewing staff and host country officials in Sierra Leone, Togo and Kenya, and talking with former volunteers from other countries--most education volunteers understand this intuitively, and most do a good job. It is far from clear that this is very well understood institutionally by the Peace Corps.

It is doubtful that many Peace Corps staff, in the field or from Washington, spend much time carefully observing and analyzing the transactions between volunteer teachers and host country students. The vast majority of country evaluation reports do not reflect observations of Peace Corps teachers and students in the complicated work that is carried out in classrooms. The Peace Corps as an institution possesses very little analytical knowledge about the specific achievements and problems of the various categories of education programs at the level where the fundamental work of the education sector goes forward. The agency has shown considerable institutional interest in secondary projects. There is great interest in sweeping generalizations about class structure in the Third World. There is profound interest in the politics and theories of development assistance. But there simply has not been a corresponding agency interest in the classroom settings where many thousands of education volunteers and students from an enormous range of cultures and circumstances have carried out the nitty-gritty work of the education programs.

The Peace Corps has backed up the education programs in the field with administrative staff, and this has been critically important to programming. Some of these people are among the finest education officials in the host countries. Some are former education volunteers. Almost all are too busy to spend much time observing and analyzing the work of volunteer teachers, and this has not been emphasized as part of their role. Associate Peace Corps Directors for education programs spend the bulk of their time on important administrative matters: negotiations related to demand and supply, checking out prospective volunteer placements, shuffling paper, and so on. Perhaps because of the institutional ambivalence about classroom education as a development activity, a premium has never been placed on direct professional support of education volunteers--on helping them more effectively meet the goals of the Peace Corps in classroom settings, and helping them better understand the complexities of cross-cultural teaching.

There are footholds of support that can be expanded. Some Volunteer Leaders, themselves former Peace Corps teachers who have extended for a third year of service to assist other volunteers, have taken special interest in substantive areas of classroom support. Some Country Directors and APCDs devote time to working with volunteer teachers. Training programs for education volunteers, most of which now take place in the host

country, have been vastly improved over earlier years. Many provide excellent initial orientation to classroom teaching in the host countries, sometimes with follow-up workshops during vacation periods. Field offices sometimes supply education materials. Overall, however, there simply has not been sufficient and well-focused institutional support for education programs at the classroom level.

The Peace Corps could act in several ways to provide more support to education programs. The Office of Programming and Training Coordination employs a set of sector specialists in other programming fields. None have been employed to support the sector with the largest concentration of volunteers. A set of sector specialists familiar with research literature and relevant instructional materials in vocational education, math and science instruction, TEFL, special education, and other areas of programming could disseminate information to volunteers in the field, and communicate the merits and problems of education programs to others in the agency headquarters. Sector specialists, APCDs, and evaluators who systematically observe teaching volunteers could work to improve the performance of education programs in numerous ways. Volunteers with exceptional talent in particular areas of teaching could, after two years of service, be given staff contracts for some of these positions contingent on a year of relevant advanced training.

A considerable body of knowledge could also be made available to teaching volunteers. This includes research on cognitive development and school learning in cross-cultural settings. The findings of Professor Michael Cole and others would be useful to volunteers attempting to cope with what some perceive as an addiction to rote learning by their students.* Knowledge is also available for observing and analyzing the behavioral interaction of teachers and students, toward the ends of improving the quality of teaching and realizing the capacities of students to learn. The Peace Corps education sector itself is a laboratory of cross-cultural education, and the volunteers should be brought together with the leading thinkers in the field.

Much has been contributed by the Peace Corps in classrooms of developing countries. As Max Bailor says, the education programs "have been a force for development and change." Despite a certain institutional neglect, education volunteers have mostly gone on about their business. But with so many volunteers teaching in such interesting circumstances, the agency needs to recognize the full potential of what can be achieved in classrooms, and provide volunteers with the support to help them realize that full potential.

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*See, for example, M. Cole, J. Gay, J. Glick, and D. Sharp, The Cultural Context of Learning and Thinking, New York: Basic Books, 1971; and M. Cole and S. Scribner, Culture and Thought: A Psychological Introduction, New York, Wiley, 1974.

PART FIVE

RECOMMENDATIONS

1. THE PEACE CORPS SHOULD CLARIFY BASIC HUMAN NEEDS PROGRAMMING POLICY AND CRITERIA IN RELATIONSHIP TO ITS EDUCATION PROGRAMS. To disperse a cloud of skepticism and negativism that has settled over the Peace Corps education sector in recent years, programming criteria for education activities should be rewritten to reflect the positive aspirations in education of host countries, and the achievements and development rationales of all significant areas of education programming. In particular, positive rationales should be developed for programs of teaching English as a foreign or second language, university education, and classroom teaching of academic subjects. Normative criteria for education programming should reflect the diversity of settings, student populations, and general goals characteristic of Peace Corps education programs.

2. STAFF SUPPORT FOR THE EDUCATION SECTOR SHOULD REFLECT ITS DIMENSIONS WITHIN THE OVERALL PEACE CORPS EFFORTS. With the objectives of improving program impact and volunteer performance in the large categories of education programming, and communicating the merits and problems of these programs within Peace Corps headquarters, sector specialists should be hired for major areas of education programming. Secondary level math and science instruction, teaching of English as a foreign and second language, and vocational or technical education are the three largest categories of programming, followed by teacher training. None of these programming areas presently have sector specialists.

Where a priority is established for growth or initiation of an area of programming--for example, primary level education and nonformal education--sector specialists should be hired for a specific period of time to play this somewhat different role. This should not be done at the expense of effective support for on-going programs involving large numbers of volunteers.

Peace Corps country staff, and especially Associate Peace Corps Directors for education programs, should devote a significant portion of their time to direct support of education volunteers in their primary assignments, most frequently classroom teaching. This will require a shift in work-load and a change in job description. In some cases, APCDs will need to obtain special training in classroom observation and analysis, either in workshops arranged by the Peace Corps or from schools of education. Interest and expertise in classroom instruction should also be a factor in staff selection. Former volunteers seeking staff positions overseas or as sector specialists should be contracted contingent on completion of advanced training in fields relevant to the education programs they will support.

Efforts should be made by sector specialists and APCDs to disseminate to education volunteers the most important research findings on learning in other cultures, and the finest instructional materials for teaching in cross-cultural settings. Leading researchers in relevant fields should be contracted for pre-service and in-service training programs, and to evaluate Peace Corps education programs.

3. THE PEACE CORPS SHOULD EXPLORE WAYS OF RESPONDING MORE FULLY TO EDUCATION NEEDS IN DEVELOPING COUNTRIES. Potential requests for education volunteers remain high while there is a continuing decline in number of education volunteers. This is particularly true in the NANEAP Region, and in several categories of education programming. While many factors are involved in the capacity of Peace Corps to respond more fully to demand for education programs, the potential for growth should be carefully re-examined. Particular attention should be given to utilization of B.A. Generalists who are in the most abundant supply. The agency should attempt to obtain additional funding from Congress or other sources for growth of effective existing education programs for which there is both demand and supply. Innovative programs that support host country qualitative reforms in schooling, and extension of education to previously unserved populations, should be initiated on a small-scale basis and carefully monitored as sound programming practices are identified.

4. A RECRUITING EFFORT SHOULD BE MADE TO EXPAND THE SUPPLY OF QUALIFIED EDUCATION VOLUNTEERS. This effort should reach out forcefully to two categories of potential education volunteers: B.A. Generalists, and those with specialist degrees or relevant work experience. When the Peace Corps is held in high respect in most countries that host volunteers, the impression among many potential applicants that they are not needed or wanted in developing countries should be dispelled. Generalists who have the impression that they are not qualified for Peace Corps service should be informed about how they can prepare themselves for service in education programs, or how they can be skill-trained by the Peace Corps. To convey a more accurate picture to potential applicants, education volunteers who have recently completed service should be employed for several months of participation in organized recruiting campaigns. Educational leaders from host countries should also be utilized in these recruiting efforts, and to inform the American public about the contributions being made today by the Peace Corps.

5. SEVERAL NEW TYPES OF EVALUATION REPORTS SHOULD BE PREPARED TO ASSESS THE CONTRIBUTIONS OF EDUCATION PROGRAMS AND ASSIST WITH PROGRAMMING AND MANAGEMENT DECISIONS. Country evaluation reports should assess the contributions, characteristics, and problems of education programs over longer periods of time. For example, the entire six-year cycle of the primary level program in health and agriculture education in Togo could be assessed. The history of assistance to secondary education in several countries could be examined through a review of existing records and interviews with those who have been affected.

Comprehensive evaluation reports should also be prepared on specific areas of education programming, using comparative information on programs from several countries or regions. In this case, emphasis will not be on longitudinal information but on current programming realities. Priorities for this form of evaluation should be given to vocational education, non-formal education, TEFL, and university education--to assist in identifying workable programming practices across a variety of settings and to provide accurate information on strengths and weaknesses of these programs.

In preparing country evaluation reports, evaluators should in addition to obtaining quick, aggregate data from survey instruments spend some time observing volunteers on the job and interviewing students, teachers, and host country officials.

6. SECONDARY PROJECTS FOR EDUCATION VOLUNTEERS SHOULD CONTINUE TO BE ENCOURAGED, BUT NOT WITH THE IMPLICATION THAT THE PRIMARY ASSIGNMENT OF SOME EDUCATION VOLUNTEERS IS INCONSISTENT WITH PEACE CORPS GOALS. Secondary projects have tended to extend the host country contacts, community contributions, and special talents of many volunteers in all sectors. They should be encouraged for all volunteers, including education volunteers, on a personal-choice basis.

7. LANGUAGE TRAINING SHOULD BE STRENGTHENED FOR EDUCATION VOLUNTEERS WHO MUST CARRY OUT THEIR PRIMARY ASSIGNMENTS IN FRENCH OR OTHER FOREIGN LANGUAGES. Trainees are apparently reaching higher FSI levels in Spanish than in French during pre-service training programs. The reasons for this should be determined, and efforts redoubled to improve training in French.

8. PEACE CORPS SHOULD STRENGTHEN AND EXPERIMENT WITH SKILL-TRAINING FOR GENERALISTS TO BE ASSIGNED TO "SCARCE-SKILL" PROGRAMS IN HIGH DEMAND. There is evidence that skill-trained generalists can perform competently in carefully designed programs of nonformal and vocational education, and possibly in math or science teaching at certain levels when generalists have high aptitude. Alternatively, undergraduates with a special interest in the Peace Corps should be encouraged to pursue training in high demand/scarce skill areas before graduation or entry into Peace Corps service.

9. THE ACHIEVEMENTS AND CHALLENGES OF THE PEACE CORPS EDUCATION SECTOR SHOULD BE DOCUMENTED AND COMMUNICATED TO CONGRESS, HOST COUNTRY MINISTRIES, THE DEVELOPMENT ASSISTANCE COMMUNITY, AMERICAN SCHOOLS OF EDUCATION, AND POTENTIAL APPLICANTS. The Peace Corps has a remarkable record of assistance to education in developing countries. The record of education programs in each host country should be assembled by country staffs and country desk officers in Washington, and then consolidated into a solid account of Peace Corps involvement in each country. All valuable materials should then be transferred to the agency library or a selected university library for accessibility to researchers and scholars. Country accounts and regional overviews of Peace Corps contributions to education should be prepared for public distribution.

APPENDICES

REVIEW OF EDUCATION PROGRAMS BY REGION AND COUNTRY, 1980

These appendices provide a summary overview of education programs in each of the three regions to which the Peace Corps sends volunteers, and a brief description of each eduation program. Data for the Africa Region were obtained from reecords as of May 1980, and for the Latin America/Caribbean and NANEAP Regions as of September 1980. Sources of data were primarily Country Desk Officers and Country Project Lists but also included Volunteer Lists (sent to desk officers from host countries), Country Management Plans, and Project Summary Sheets.

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AFRICA EDUCATION SECTOR: SUMMARY AND COUNTRY OVERVIEWS

OVERVIEW OF AFRICA EDUCATION PROGRAMS

I. Total Volunteers (1,976 volunteers)*

The number of volunteers serving in the Africa Region decreased by 18% from September 1978** to May 1980.

II. Total Education Volunteers (1096 volunteers)

Education is the largest sector within the Africa Region of Peace Corps. As of May, 1980, education volunteers comprised 55% of the 1,976 volunteers serving in Africa. The education sector is broken down into two parts: formal and non-formal education. Although there has recently been a strong push to increase both the number and size of nonformal education programs, formal education volunteers still account for 96% of the education volunteers within the Africa Region.

From September 1978 to May 1980, the number of education volunteers in the Africa Region decreased by almost 1/4. The percentage decrease was the same for Anglophone and Francophone areas. Countries with a large decrease in education volunteers were: Central African Republic (64% or 25 PCVs), Ghana (58% or 119 PCVs), Lesotho (61% or 60 PCVs) , Mali (60% or 29 PCVs), Niger (26% or 14 PCVs), Senegal (27% or 12 PCVs), Sierra Leone (16% or 22 PCVs), Swaziland (22% or 19 PCVs), and Togo (20% or 18 PCVs).

There are several reasons for these decreases. In the Central African Republic it is directly attributable to the political turmoil which engulfed the country at this time. Togo had planned to cut back on the number of education volunteers since 1975 (pre-BHN programming criteria). However, from reading the comments of Country Directors in the Country Management Plans, talking with the Country Desk Officers in the Africa Region and considering the size of the cutback Africa-wide, it is safe to say that the field has felt significant pressure to cut back on the number of education volunteers.

III. Formal Education

Formal education, as used here, refers to primary, secondary, and university education as well as special education, curriculum development and teacher training. Of the formal education volunteers in the Africa Region, 59% are in Anglophone countries while 41% serve in Francophone countries. Volunteers in Cameroon have been divided up into Anglophone and Francophone categories depending on the region of service.

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* All volunteer numbers refer to volunteers on board as of 5/30/80 unless otherwise stated.

** Chad volunteers, from which Peace Corps withdrew in 1979 are not included in 1978 figures.

Many Country Directors and Country Desk Officers have said that their countries have made considerable efforts to take volunteers (particularly education volunteers) out of urban settings and place them in rural areas. This has been expressed as an effort to assign volunteers in areas where they serve the poorest of the country. There has also been a shift from the more academic subjects to vocational subjects. In those countries such as Kenya and Botswana, where there are community run schools, programmers are trying to place volunteers in them.

Almost all of the Country Management Plans state that their host governments see formal education as a high priority. Many African governments feel that formal education is the area in which Peace Corps can be of most help. The issue of the degree to which Peace Corps should be responding to the perceived needs of host country governments, as opposed to Peace Corps granting volunteer service in areas in which the Agency prefers to program, is a major issue within the Africa Region.

IV. Primary Education (2 volunteers)

Only two volunteers in Africa are engaged in the direct teaching of primary school students. Others are teaching primary school teachers or preparing curricula. These volunteers have been classified under the Teacher Training and Curriculum Development categories.

Three reasons have been put forth to explain the lack of Peace Corps involvement in this area. First, African governments feel they have enough trained teachers to fulfill their manpower needs at the primary school level. Secondly, some African governments are hesitant to have foreigners teach children during their formative years. Also, in countries where primary school is taught in local languages, volunteers aren't capable of teaching using these languages.

There is potential for direct primary level teaching in certain countries. Kenya has just asked for a significant quantity (40) of math/science volunteers to teach in their newly reorganized primary school system. Peace Corps staff in Swaziland are negotiating with the Ministry of Education about the starting up of a program which would place math/science teachers at the primary level. The objective would be to determine if having all math/science courses taught by specialists would result in improved Math/Science learning. Given the evidence (as cited by the World Bank) of the importance of primary education to the development process and the obvious lack of qualified primary school teachers in many Peace Corps countries, Peace Corps should carefully moniter the success of primary school teaching programs. If African Governments can reconcile themselves to the involvement of foreigners in the primary school system (as it appears Kenya has done), primary education could be an important area for new programming within the formal education sector.

More numerous than programs in which volunteers directly teach primary school students are those in which volunteers are involved in primary level teacher training. Central African Republic, Liberia, Senegal and Togo have recently started or will in FY '81 start primary level teacher training programs in health. These volunteers generally work on curriculum development as well as the training of teachers. Teacher training

represents the area of the greatest growth and impact for Peace Corps over the next several years in primary education. At a support level, Peace Corps is building primary schools in a number of African countries, including Gabon and Togo.

V. Secondary Education (891 volunteers)

Secondary education volunteers represent 85% of all education volunteers. This includes junior and senior high schools (colleges and lycees), government schools and community-run schools (e.g., Kenya's Harambee Schools). The number of volunteers teaching in secondary schools has dropped by 1/4 in the last two years.

A. Math/Science (434 volunteers)

Math/Science is the largest single area within the education sector in Africa, representing about 1/2 of all secondary education volunteers. Almost twice as many volunteers teach math/science in the Africa Region as teach TEFL. This category includes all math/science teachers except those who are teaching at vocational or technical schools or those who teach courses whose curricula are specifically targeted towards a technical/vocational subject matter. For example, volunteers in Sierra Leone who are called "Science Teachers" are listed under Math/Science, while those called "Agriculture Science Teachers" are listed under the Vocational/Technical category. Of the volunteers teaching math/science in Africa about 2/3 teach in Anglophone countries while 1/3 teach in the Francophone countries.

The number of math/science teachers has dropped by 30% over the last two years. In Ghana alone there were 100 less math/science volunteers in May 1980 than in September 1978. Nevertheless, there is a demand for a significantly higher number of math/science teachers than Peace Corps is currently supplying. This is particularly true in Francophone countries. The Desk Officers for Zaire, Central African Republic, and Ivory Coast have all mentioned that their countries could use more math/science teachers. The Cameroon Country Management Plan states that PC/Cameroon would like to expand its math/science program from the Anglophone area into the Francophone area of Cameroon, but is hesitant to do so due to the problems other Francophone countries have encountered with their math/science programs. It is likely that other Francophone countries would request math/science teachers if they perceived math/science programs as feasible.

Peace Corps is not able to recruit enough math/science teachers with a French background. Peace Corps/Africa apparently feels that they don't have the training capability to take trainees with relatively little French background and raise their level to a proficiency sufficient to teach math/science in French. This is a question of training capabilility. It is interesting to note that while the average volunteer in Africa finishes training with a 1+ in the host language (as reported by the 1979 Volunteer Activity Survey), the average for volunteers in Latin

America is a 2 and in some Latin American countries a 2+. It would be worthwhile to assess the French proficiency needed to teach math/science and consider the feasibility of training volunteers to this language level in terms of the training capabilities of the Africa Region.

The match between the supply and demand for math/science teachers in Anglophone countries is less clear. This is something that should be looked into in depth. The potential for primary level math/science programs in Anglophone countries (Kenya and Swaziland) will be discussed later. It is possible that skill requirements for the primary level teachers would be lower and thus recruitment easier.

B. TEFL/English (270 volunteers)

English teachers represent 1/3 of secondary education volunteers in Africa. Of these, most (85%) are TEFL volunteers in Francophone countries. TEFL volunteers make up 1/10 of all volunteers in Africa, 1/4 of those serving in secondary education, and about 1/2 of education volunteers in Francophone countries. Countries with the highest percentages of TEFL volunteers are Upper Volta and Gabon where TEFL teachers comprise about 1/2 of the volunteers. Forty-three volunteers are teaching English in Anglophone countries, the largest program being in Kenya where 20 volunteers teach English in the Harambee Schools.

In the period from 1978 to 1980, there has been a 28% decrease in the number of TEFL volunteers serving in the Africa Region (not including Chad volunteers). During this period there seems to have been a shift in all secondary education, TEFL included, away from placements in the capital and other large cities. Presently, there are very few secondary school teachers in urban areas in Africa. This is one indication that secondary education volunteers, and TEFL teachers (who have received the brunt of the criticism under BHN programming criteria) do not primarily serve the elite who are assumed to be concentrated in capital cities. Although the 1979 Volunteer Activity Survey indicated that about 40% of responding TEFL volunteers in Africa considered their students to be in the top 40% socioeconomically (the highest percentage for any educational sector in any of the three regions), Africa Region staff and former volunteers interviewed considered the elite in their respective countries to be considerably smaller than 40%. Each Country Desk Officer indicated that secondary education volunteers were predominantly teaching the non-elite, usually the children of subsistence farmers. Many of the Country Management Plans (most explicitly Senegal's) state the same opinion. It is safe to say that Africa Region country staff and support staff in Washington strongly feel that secondary education teachers, including TEFL teachers, predominantly serve the non-elite segment of the population.

It should also be added that host country governments, among them Gabon and Togo, have specifically asked Peace Corps not to pull out their TEFL programs at the present time. There is every indication that in those African countries where Peace Corps TEFL teachers serve, the governments consider English teaching important to national development and want continued support from the Peace Corps in meeting their manpower needs within the education sector.

C. Arts/Language (non-English)/Sports (23 volunteers)

Volunteers teaching art, languages, and sports comprise the smallest group within secondary education (3%). Actually, only four programs fall within this category: 8 volunteers teaching music in Kenya, 5 volunteers teaching French in Ghana, 9 volunteers teaching sports and youth development in Niger, and 1 volunteer teaching art in the Seychelles.

In the last two years, the number of volunteers in this category has decreased by almost 1/2. Under basic human needs programming many programs in this area have been reduced or phased out. Among these is the Sports Coaches program in Senegal. The Kenya music teaching program is also being reduced. No new programming efforts in this area are expected to occur in FY '81.

D. Vocational/Technical Education (163 volunteers)

This category is comprised of volunteers who teach technical or vocational subjects, including agriculture and health, in either regular secondary schools or in special vocational secondary schools. Volunteers in this category make up 17% of secondary education volunteers in Africa.

One-half of vocational/technical volunteers teach shop or mechanics while 40% teach agriculture. Three-quarters of these volunteers teach in Anglophone countries. Liberia has the most volunteers teaching in this area (32). They are engaged in teaching vocational agriculture, general vocational education and health. Sierra Leone and Swaziland also have sizable programs. One-quarter of the volunteers in the vocational education area teach in Francophone countries, predominantly Zaire, where volunteers teach vocational agriculture and general vocational skills.

Vocational/Technical education represents the area of largest growth within the secondary education sector. Within the last two years the numbers of volunteers serving in the vocational/technical area has increased by 45%. The most significant increases (in terms of volunteer numbers) have occurred in the areas of agriculture and shop/mechanics. New programs in FY '80 and '81 include agriculture education programs in Lesotho and Ivory Coast. Gabon expects to start a vocational program in 1982. In Liberia both Vocational Agriculture, which is taught in the regular secondary schools, and Vocational Education, which is starting to be taught in the new junior high schools, are expanding in size. Peace Corps has been unable to meet Mali's requests in vocational education.

A significant portion of teacher training is also in the vocational/technical area, for example, in Togo, where volunteers are training teachers in both health and agriculture as a means of introducing these subjects into the primary and secondary school curricula. Peace Corps/Zaire also intends to move math/science teachers out of traditional schools into nursing, agriculture and technical schools where it feels the students have more immediate employment possibilities upon graduation.

Vocational/technical education represents one area where current Peace Corps programming policy and the priorities of many African countries overlap. However, there are significant problems with increasing the

number of volunteers in vocational/technical education. First of all, most vocational/technical requests are for scarce skill volunteers. Peace Corps has great difficulty meeting trainee requests within this area, particularly in Francophone countries. This is reflected by the fact that 3/4 of vocational/technical education volunteers serve in Anglophone countries. Secondly, the infrastructure in some countries is not well developed in the vocational/technical area. Peace Corps/Zaire, for example, has had a great deal of difficulty finding viable postings for its volunteers in Vocational Training. The technical training schools lack equipment, materials and electricity for practical courses and while volunteers have assisted staff by checking sites and evaluating the potential of future postings, the results have been discouraging. Another problem area is that there may not be a perceived need in the host country. The Country Desk Officer for Senegal indicates that the Practical Schools program was unsuccessful both becauase villagers didn't see a need for the schools (especially since they didn't receive any diploma at the end of courses) and because support by the World Bank failed to materialize. Given receptivity by the host country government, Peace Corps Togo's method of introducing vocational/technical subjects into the traditional school curriculum makes sense since the infrastructure and student body are already in place.

VI. University Education (43 volunteers)

About 4% of formal education volunteers in Africa teach at the university level. Volunteers who are training teachers or who work at teacher training colleges (Ecoles Normales) have not been included in this category. Slightly more than half of the university education volunteers are serving in Anglophone countries. University education volunteers teach a wide variety of subjects. For example, in Benin, there are: an architect, a carpentry instructor, a marketing instructor, a statistician, a swine production instructor and a teacher trainer in basketball.

University education programs have been especially hard-hit over the last two years, volunteer strength having decreased by 1/2. This has been attributed to the desire by Peace Corps staff to place volunteers in the rural areas, the policy for Peace Corps volunteers to serve the non-elite segment of the population, and the decision that all programs must help people to meet their basic human needs. Countries phasing out university programs for these reasons include Swaziland and Liberia. There are also recruitment problems for university education programs, although this does not seem to be the reason for the cutback of existing programs. One of the largest programs, the Medical Education program in Kenya, will phase-out at the end of 1980 because the Kenya Ministry of Health feels there are enough qualified Kenyans to fill faculty positions.

VII. Special Education (16 volunteers)

In the Africa Region, only Kenya and Sierra Leone have special education programs. Also two volunteers in the Lesotho Non-Traditional Education Program (listed under nonformal education) are teaching braille at

a resource center for the blind. Ghana is very interested in programming in this area but is awaiting a programming consultant from Washington to help create a curriculum for teacher training. Special Education is not an active programming area in the Africa Region. Countries may need to be at a certain level of development before they are able to focus on people with special needs. It is likely that programming in this area will become more appropriate as the African countries in which Peace Corps serves reach a more advanced level of development.

VIII. Curriculum Development (12 volunteers)

One percent of formal education volunteers serve in support roles working on curriculum development or as teaching inspectors. These volunteers are associated with the Ministries of Education in their respective countries.

Volunteer strength in curriculum development has dropped by 29% over the last two years. Curriculum Development programs are, in general, being phased out or reduced for the same reasons as university level education (i.e. the programs are not seen to directly address the basic human needs of the rural poor). Two programs in which volunteers are engaged in curriculum development, Professional and Administration in Swaziland and Lesotho Support Services, are in a phase-out mode.

There do seem, however, to be other volunteers, especially those in teacher training programs, who are working on curriculum development. The issue of whether a few well placed volunteers in curriculum development at the ministry level can effect change more than any single volunteer teaching in a rural area should be addressed. A great deal has been accomplished in Gabon, Central African Republic and Chad where volunteers serving in curriculum development roles have rewritten national tests, written textbooks, and organized teachers seminars at the national level with the backing of their Ministries of Education. Other volunteers included in this category, who serve as inspectors for secondary level education (for example, English Inspectors in Cameroon), can have a greater influence on the teaching methods used in a country than most volunteer teachers.

IX. Teacher Training (80 volunteers)

Eight percent of formal education volunteers train primary and secondary school teachers. About 2/3 of teacher trainers in Africa train primary school teachers, while the rest train secondary school teachers. About 3/4 of the trainers serve in Anglophone countries. One of the largest programs is in Sierra Leone where volunteers conduct in-service teacher workshops for primary school teachers and teach in teacher training colleges (agriculture science, math, general science, arts and crafts). Volunteers in Togo are being used to train primary school teachers in agriculture education as a means of introducing agriculture into the primary school curriculum.

Teacher training is the only area besides vocational/technical education where there has not been a significant drop in volunteer strength over the

last two years. Volunteer numbers remain essentially the same. Teacher training seems to be an area in which a lot of programming efforts are being made, particularly at the primary school level. There are several advantages to teacher training at this level. It is one way to improve primary education without displacing host country teachers and avoids the problem areas of local language capability and direct teaching of primary school students by foreigners. At the same time, some of the primary school teacher training programs use skill-trained generalists (as in Togo). The primary level teacher training program in Sierra Leone, however, has had problems with fill rates due to requirements for degrees in either math/science or education with expertise in the other area.

The problem of requirements is further complicated at the secondary level where volunteers at teacher training colleges must usually have an M.A. plus teaching experience. This, along with what some perceive as the non-BHN emphasis of training secondary level teachers, prevents the number of teacher trainers from growing. Nevertheless, there does seem to be a certain demand for teacher trainers at the secondary level as evidenced by volunteers in Cameroon and Central African Republic who train secondary school teachers and a new request by the Government of Togo for teacher trainers at both the secondary and nursery school levels. Furthermore, many Peace Corps staff members feel that teacher training programs are truly "developmental" as they help the host country meet its own needs for trained manpower.

X. Nonformal Education (45 volunteers)

"Nonformal Education" is a very difficult term to define. At best the category is nebulous and at worst misrepresentative, as distinctions are created that are often times negligable. For the purposes of this summary a number of indicators of nonformal education programs have been identified by which programs have been classified. These indicators are:

1. Outside of the modern institutional structure
2. Non-traditional subject matter
3. Part-time
4. Non-credential (grading) based
5. Decentralized and community based
6. Practical in the short term and specific
7. Curriculum decided upon by needs of learners
8. Serves adults and drop-outs who often will not continue in formal education

No single indicator determines whether a program has been classified as "Nonformal" or not, but instead, classification has been made depending on the weight of the indicators taken as an aggregate. Even so, the distinction between formal and nonformal education programs is often unclear. A more difficult distinction still is that between nonformal education programs and those which are considered to be in the non-educational sectors (i.e. health, agriculture, rural development etc.). The terminology or category to which a program is ascribed often depends upon the host country

ministry with which the program is allied or where the program fits within Peace Corps programming categories. In reality, the vast majority of programs with an important nonformal education component are categorized under sectors other than education. Therefore, any figure which states the number or percentage of nonformal volunteers in a country must be considered at the very best an indicator and not a precise value.

Despite considerable programming efforts in the field, nonformal education comprises 4% of the total number of volunteers in the education sector in Africa. Three-quarters of nonformal education volunteers serve in Anglophone countries. The largest nonformal education programs are in Botswana, Swaziland, and Ghana. In Swaziland, ten volunteers provide staffing for rural community centers which offer training in carpentry, health and nutrition education, and agriculture. Most of the recipients are female school leavers. Over the last two years it appears that volunteer strength has declined slightly in nonformal education programs.

An overall Peace Corps programming goal is to place more volunteers in jobs which aid the rural poor to meet their basic needs. This objective has cut across sectors, but in terms of the knowledge/skill area it has resulted in efforts to increase the number and size of programs which are directed toward teaching the rural poor specific skills that are practical in the short term. The above being an overall programming goal, all programs have been evaluated in terms of whether they meet these criteria to a higher or lower degree. Thus, there has been a push in vocational/technical teaching programs (in the area of formal education), nonformal education programs, and programs in other sectors that involve knowledge/skills transfer which conform with the above criteria (such as community health education programs).

The push for programming within nonformal education is clear. Many of the Africa Country Management Plans address their new programming efforts in this area. Countries such as Zaire, Liberia, Lesotho, Sierra Leone and Gambia are either trying to create new programs or expand existing programs in adult education, particularly in functional literacy. Ghana and Swaziland are trying to expand nonformal educational programs concentrating on vocational skill transfer at rural training centers. Gabon is trying to expand a nonformal education program concentrating on health/sanitation education and start a vocational training program at civic centers. Other countries are attempting to set up appropriate technology transfer programs. The field has definitely got the message and is reacting to Washington programming priorities.

Within this whole spectrum of programming designed to teach practical skills to the rural poor there have been numerous programming difficulties. Most of these are related to the lack of infrastructure and material support in nonformal education or vocational education which takes place outside of the traditional schools. Other programs have failed due to lack of perceived need at the village level. For example, volunteer strength in the Ghana Rural Development program has decreased by 2/3 in two years, due to lack of material support. The Practical Schools program in Senegal was discontinued because of lack of response from villagers as well as lack of materials. This also occurred in Lesotho where a program to start community gardens was not supported by the local popula-

tion. The Vocational Training program in Zaire may be phased out due to lack of sites with adequate equipment. A number of Peace Corps programmers want to institute adult literacy programs but are waiting for support from their host governments.

The feasibility of many of these programs is uncertain. Programs such as Lesotho Non-Traditional Education, Malawi Adult Basic Education and Niger Youth Development have objectives that are very much in line with present programming priorities but for one reason or another the volunteers have wound up predominantly teaching in traditional schools in the urban areas. In other words these programs are having difficulty meeting their original nonformal educational objectives. Whether the need for such programs is not perceived by the host country or whether it is simply because these are new areas in which the support systems are not yet in place is not clear. What is clear is that programming in these areas is definitely more problematic than in traditional subjects in the formal education system.

In light of these very real problems, programmers attempting to initiate knowledge/skill transfer in practical skills or BHN areas would be wise to look at countries that have tried to encourage curriculum change within the formal school system. The Agriculture Education program in Togo (previously cited) is an excellent example. Due to success in the creation of an agriculture curriculum and the training of teachers at the primary school level to teach the curriculum, the Government of Togo has requested Peace Corps to start a similar program at the secondary level. Peace Corps/Togo is also revitalizing a health education program involving the training of primary school teachers. This program may move into the middle and teacher training schools as well. It is probable that other Peace Corps countries could initiate similar programs as many governments are trying to revamp their educational systems to make them more responsive to the overall needs of their country (for example, in Upper Volta and Benin). Those attempting to program outside of the institutionalized systems should pay particular attention to program support and the perceived needs of program recipients.

XI. Conclusion

Over the period from 9/1978 to 5/1980, the number of volunteers serving in the Africa Region decreased by 441 volunteers. Three-quarters of this decrease (334 volunteers) was attributable to a drop in the number of education volunteers. Although there was a decline in volunteer strength in most educational activities in Africa, the largest decreases occurred in the numbers of volunteers teaching math/science and TEFL in secondary schools and in those teaching in universities.

The last two years has seen a shift away from volunteers teaching academic subjects and increased programming activity in those areas perceived to address the basic needs of the rural poor, for example in vocational/technical and nonformal education. Nevertheless, due to the difficulties inherent in recruiting and placing volunteers in these areas, volunteer strength has increased by less than 50 volunteers over the last two years in vocational/technical and nonformal education.

While Country Directors and Desk Officers indicate that host-country governments continue to demand Peace Corps education volunteers, indications are that the number of education volunteers serving in Africa will continue to decrease due to a shift in emphasis away from those areas in which it is easiest for Peace Corps to recruit and place volunteers.

SUMMARY OF AFRICA EDUCATION PROGRAMS

	9/1978 Total*	1978%	5/1979 Total	1979%	5/1980 Total	1980%	% change 1978-1980
Total	2417	100%	1995	100%	1976	100%	-18%
Total Education (TE)**	1430	59%	1161	58%	1096	55%	-23%
Nonformal Education	53	04% TE	33	03%TE	45	04%TE	-15%
Formal Education (FE)	1377	96%TE	1128	97%TE	1051	96%TE	-24%
Primary Ed.	08	01% FE	00	00%FE	02	01%FE	-75%
Secondary Ed. (SE)	1154	84%FE	976	87%FE	898	85%FE	-22%
Math/Science	622	45%FE 54%SE	492	44%FE 50%SE	434	41%FE 49%SE	-30%
TEFL (Francophone)	325	24%FE 28%SE	289	26%FE 30%SE	235	22%FE 26%SE	-28%
English (Anglpne.)	58	04%FE 05%SE	52	05%FE 05%SE	43	04%FE 05%SE	-26%
Arts/Language	40	03%FE 03%SE	41	04%FE 04%SE	23	02%FE 03%SE	-42%
Vocational/Tech.	110	08%FE 10%SE	102	09%FE 10%SE	163	16%FE 18%SE	+48%
University Ed.	84	06%FE	46	04%FE	43	04%FE	-49%
Special Ed.	28	02%FE	14	01%FE	16	02%FE	-43%
Curriculum Dev.	17	01%FE	10	01%FE	12	01%FE	-29%
Teacher Training	86	06%FE	82	07%FE	80	08%FE	-07%

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* Chad volunteers (evacuated in 2/1979) not included.
** TE=Total education volunteers
FE=Formal education volunteers
SE=Secondary education volunteers

EDUCATION PROGRAMS BY COUNTRY

BENIN

	9/1978	5/1979 *	5/1980 *	1980TR **	1981TR **	1982TR **
# of PCVs	0	7	6	0	17	21
# of Education PCVs	0	7	6	0	6	6
% of Education PCVs	0	100%	100%	-	35%	29%
# of Formal Education PCVs	0	7	6	0	6	6
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Higher Education

COUNTRY OVERVIEW

In the mid-1970s Peace Corps/Benin had from 70-80 volunteers. The only education program was TEFL. In the late 1970s the Benin Government stopped requesting volunteers because of political considerations. Since that time volunteer numbers have dwindled to six, all in higher education. Now, the political climate has improved considerably and the Government of Benin has showed a renewed enthusiasm for having volunteers. PC/Benin expects to have a trainee input of 31 volunteers in Secondary Education (TEFL, Math, Science) in November 1980. Also expected in FY 81 are 7 school construction volunteers.

680A1 Higher Education	9/1978	5/1979	5/1980
volunteers on board	0	7	6

Six volunteers are currently in Benin, all associated with the Ministry of Higher Education. Among these six are 1 architect, 1 carpentry instructor, 1 marketing instructor, 1 statistician, 1 swine production instructor, and one teacher trainer in basketball. These volunteers are scheduled to terminate in January 1981. The higher education program is scheduled to phase-out at this time.

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* 9/1978, 5/1979, and 5/1980 figures represent volunteers on board (no trainees)
**TR=Trainee Requests (projected)

BOTSWANA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	100	85	95	124	57	86
# of Education PCVs	40	42	44	74	27	31
% of Education PCVs	40%	49%	46%	60%	47%	36%
# of Formal Education PCVs	37	38	32	50	27	27
# of Nonformal Education PCVs	3	4	12	24	0	4

Education programs include:

Secondary Education
Self-help Education
Development Trust Assistance (Brigades)
English Teacher Training

COUNTRY OVERVIEW

Peace Corps Volunteers have long been an important component of Botswana's national secondary education system, along with Zimbabwean and South African refugees and British OSAS teachers. Last year, Peace Corps and other volunteer agencies began phasing out of Government of Botswana (GOB) secondary education and into private voluntary secondary schools run by community boards. Now with the radical turn of events in the Rhodesian conflict, it is expected that most of the Zimbabwean contract teachers, who comprise 30% of all math/science teachers, will return to Zimbabwe within the next two years. An urgent appeal has been made to the donor community and Peace Corps in particular to continue past commitments to recruit secondary school teachers, especially in the subjects of math and science. In light of these developments, PC/Botswana plans to postpone its phased withdrawal from government secondary schools until FY 83.

637B3 Secondary Education	9/1978	5/1979	5/1980
volunteers on board	35	37	31

This project provides qualified teachers to government secondary schools to teach English, math, science, home economics, agriculture, and shop. The PCVs in this project are scattered in 17 government secondary schools all over the country where they generally live on-campus in western-style housing. In 1978, as a result of new programming directions

from PC/Washington, PC/Botswana began phasing-out of English and math/science teaching. As instruction in home economics, agriculture and shop were seen to meet BHN criteria, these programs were to be continued and expanded. Now, due to the return of Zimbabwean teachers, PC/Botswana has made a commitment to continue all aspects of secondary teaching, particularly math/science, until 1983.

637C9 Self-Help Education	9/1978	5/1979	5/1980
volunteers on board	00	00	new program

The Botswana Ministry of Education has agreed to send Peace Corps Volunteers to secondary self-help schools. These schools, like the Harambee schools in Kenya, are organized and financed by the community itself. The schools tend to be in small villages and are less organized than government schools, and therefore more in need of volunteers. Most of the children in these schools would like to be going to the government schools but have scored too low on their primary school leaving exam to be accepted. As of September 1980 there are 22 volunteers in this program. PC/Botswana expects this project to continue at the same approximate level for the next several years.

637A7 Development Trust Assistance (Brigades)	9/1978	5/1979	5/1980
volunteers on board	03	04	12

At present there are 11 volunteers working in Brigade Centers which are vocational training centers. The breakdown of volunteers is as follows: one Brigade coordinator, one Brigade Ranch Manager, one Chief Training Officer, one Chief Mechanic, three Academic Teachers, one Adult Educator, one Senior Technical Officer, and two Administrative Officers. In FY 80 Peace Corps has been asked to recruit 20 Brigades Building Instructors to stand in for 20 Batswana Building Instructors who will be sent on a two-year technical training course. In the area of nonformal education, the Ministry of Education has recently established a professional Nonformal Education Department which has assumed the Brigades' nonformal education responsibilities, placing District Adult Educators in large rural villages where they mostly administer correspondence courses. Placements in this area will be limited due to a high credentials requirement. Brigades' schools generally serve drop-outs from secondary schools who never went past the 4th grade in order to train them in vocational skills.

63784 English Teacher Training	9/1978	5/1979	5/1980
volunteers on board	02	01	01

This project will be phased-out by the end of this year (12/1980)

when the one remaining PCV will complete service. At present she is teaching English in a Teacher Training College, which trains Batswana with a junior high school education to teach primary school. The MOE has been offered PCVs for this project, but continues to decline on the basis that they are able to recruit elsewhere with more success.

CAMEROON

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	110	155	110	73	64	66
# of Education PCVs	51	74	50	26	20	16
% of Education PCVs	46%	48%	45%	36%	31%	24%
# of Formal Education PCVs	51	74	50	26	20	16
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Math/Science
Teaching

COUNTRY OVERVIEW

There should be no sizeable changes in the sizes of the Cameroon Education Program in the next several years. No new programming is expected in the education sector in the immediate future.

694A6 Math/Science	9/1978	5/1979	5/1980
volunteers on board	24	48	35

The goal of the Math/Science Program is to fill classroom teaching vacancies and to improve teaching methods. Math/Science is a GOC priority because it is training people who can later function as techinicians in government and industry. Most of the Math/Science PCVs are teaching in the classroom. A small number have developed a modern math training program for primary school teachers in the Northwest Province. All the math/science teachers are located in secondary schools in Anglophone Cameroon where many are bunched together. PC/Cameroon is very reluctant to expand the program into Francophone Cameroon due to the problems Francophone countries have had with math/science programs. PC/Cameroon will however be experimenting with one transfer volunteer next year in a Francophone area. The CDO states that the vast majority of math/science teachers' students are the poor.

694A7 Teaching	9/1978	5/1979	5/1980
volunteers on board	27	26	15

"Teaching" is the Cameroon TEFL program. Given that both French and English are official languages of Cameroon, the government has established bilingualism as a goal. PCVs have been assigned to secondary schools throughout Francophone Cameroon. None of the TEFL volunteers are in the two largest cities, Douala and Yaounde, except for one who teaches at the University teacher-training school. Again, the students of the TEFL teachers are largely the poor, the children of subsistence farmers.

Although the TEFL program was scheduled to be phased out (as of 1978), PC/Cameroon now expects it to remain at the same size for the next several years. PC/Cameroon is trying to increase the impact of the TEFL program and is looking into the possibility of having TEFL teachers work on upgrading primary school teacher English skills and methodology, as well as instituting peer teacher training at posts and moving PCVs into department supervisory positions. These efforts will require special technical training for the PCVs.

CENTRAL AFRICAN REPUBLIC

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	84	70	34	59	53	60
# of Education PCVs	39	29	14	37	28	29
% of Education PCVs	46%	41%	41%	63%	53%	48%
# of Formal Education PCVs	39	29	14	37	28	29
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

TEFL/Secondary Education
Math/Technology Education
Primary School Health Education

COUNTRY OVERVIEW

Due to instability in the Central African Republic it has been very difficult for Peace Corps to receive support for a number of its programs. Since teaching programs demand less support and since education remains a high government priority, PC/CAR has decided to strengthen its teaching program so that Peace Corps has a solid base from which to work. Requests by the Government of CAR for Math/Technology teachers have increased. There is an especially critical need now that Russian teachers, who were teaching most of the math/science courses, have been expelled from the country. PC/CAR will be attempting to expand its involvement at the primary school level. The emphases will be on curriculum development and the upgrading of teaching skills. PC/CAR expects to begin with Health Education this year (FY 81) and hopes to be able to continue with Agriculture Education next year.

676A4 TEFL/Secondary Education	9/1978	5/1979	5/1980
volunteers on board	28	23	12

The goal of TEFL/CAR is to provide qualified secondary school English teachers to CAR. TEFL volunteers have made significant achievements in revising curriculum and teaching methods in CAR. In 1978 three out of four positions on the English faculty at the teacher-training college were held by PCVs. They were teaching 55 teacher-training candidates as well as 7,900 students througout CAR. The PC volunteer leader for TEFL is part of the National English Commission. PCVs teach primarily the poor located throughout the country. TEFL/CAR is a continuing program.

676A2 Math/Technology Education	9/1978	5/1979	5/1980
volunteers on board	11	06	02

PC/CAR wants to encourage Central African students to work well with ideas and problem solving. PC/CAR also works on a higher level with the national math teaching research institute to improve the relevance and efficiency of the present program in CAR. PC volunteers have taught at posts where students would not otherwise have had teachers. The Government of CAR has increased its request for PC Math/Technology teachers. This program is expected to continue and expand depending on PC's ability to supply enough Math/Technology teachers with French ability.

676B3 Primary School/Health Education	9/1978	5/1979	5/1980
volunteers on board	00	00	00

Recently (since 6/1980), seven Health Education Volunteers have arrived in CAR. These PCVs serve as resource people to primary school teachers and directors in developing a health education curriculum for primary schools. This program concentrates on teaching "survival skills" at the village level. Since nearly 45% of all children in the CAR attend primary school, and since even the smallest villages have access to primary schools, this program is seen to effect a cross-section of the whole population of the CAR.

GABON

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	44	37	42	51	29	54
# of Education PCVs	27	20	24	21	17	27
% of Education PCVs	61%	54%	57%	41%	59%	50%
# of Formal Education PCVs	23	18	22	19	15	20
# of Nonformal Education PCVs	4	2	2	2	2	7

Education programs include:

Teaching English as a Foreign Language
Nonformal Education Development

COUNTRY OVERVIEW

There are currently two education programs in Gabon, TEFL and Nonformal Education Development, as well as an education support program (Rural Primary School Construction). Although TEFL, by far the larger of the two programs, was scheduled to be phased out (1980 CMP), this strategy has been changed because the program fully meets the criteria as outlined by PCD Celeste in his Statement of Education Policy. A new APCD for Formal/Nonformal Education is scheduled to arrive in November 1980. It is expected that she will work on new programming possibilities in Nonformal Education. PC/Gabon is currently asking for one agriculture education volunteer to teach at the National School of Extension Agents. In 1982 PC/Gabon expects to ask for three vocational Education volunteers to teach drop-outs at the Civic Service Centers.

670A5 Teaching English as a Foreign Language	9/1978	5/1979	5/1980
volunteers on board	23	17	22

The objectives of the Gabon/TEFL Program are to provide qualified English teachers to compensate for the lack of Gabonese teachers and to replace the out-dated teaching methods of English teachers around the country. Peace Corps has organized a country-wide English Teacher's Conference in conjunction with the Ministry of Education to bring English teachers together to discuss teaching methods. PC teachers are located throughout the country in colleges (7-10 grades) and Lycees (7-13 grades), most of which are in rural, somewhat isolated settings.

Currently, there are no volunteers teaching in the capital, Libreville. The great majority of students of PC teachers are the children of subsistence farmers who live in rural villages. Upon hearing of the planned phase-out of the TEFL program, the Director of President Bongo's private cabinet wrote Sam Brown to convey the high priority that his government attaches to education generally and to TEFL specifically. The TEFL program is continuing and is expected to grow slightly over the next several years.

670A2 Nonformal Education Development	9/1978	5/1979	5/1980
volunteers on board	02	02	02

At the present time two volunteers are developing health/nutrition campaigns at community centers (one urban, one rural). Formerly, volunteers in this project have helped design and set up these community centers as well as create reading materials on health and safety related issues. This program is aimed towards benefitting women and children. PC/Gabon is trying to develop support for this effort from the Government of Gabon and hopes that the new APCD/Education will be able to suggest modifications for the improvement of the program.

THE GAMBIA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	60	43	46	29	34	28
# of Education PCVs	13	17	13	9	6	7
% of Education PCVs	22%	40%	28%	31%	17%	25%
# of Formal Education PCVs	9	13	9	7	6	5
# of Nonformal Education PCVs	4	4	4	2	2	2

Education programs include:

Education and Culture
Rural Training

COUNTRY OVERVIEW

From 1971 to 1974 there were over 55 volunteers in the Gambia, about two-thirds of them involved in the education sector. Most were stationed around Banjul. Due to problems in the junior secondary school system and a reorienting of programming emphasis within Peace Corps to BHN, the level of PCVs in the education sector now stands at about one-third, most of whom are outside of the Banjul area.

PC/Gambia seeks to continue and expand its participation in Adult Functional Literacy programs, a key element of the development effort in The Gambia. PC involvement will depend on the overall project direction taken by the Gambian Government.

Peace Corps involvement in formal education is expected to remain at approximately the same level, though with increased diversification. PC/Gambia feels that despite the relatively lower priority under BHN criteria, a continued commitment to education is warranted by the particular manpower needs of The Gambia related to its small population and its relatively lower educational development.

63585 Education and Culture	9/1978	5/1979	5/1980
volunteers on board	13	13	08

Peace Corps/Gambia has recently combined the Education program with the Cultural Preservation program. Thus Education and Culture is a hybrid program. Four of the volunteers in this project are secondary school science teachers while the other four are involved in adult functional literacy as well as the recording of oral history and musicology. The

role of teacher is being further expanded to include assitance in the newly established Regional Education Centres. Here volunteers are assisting in the development of visual aids, demonstration kits, field trip development guides, and resource libraries.

635B4 Rural Training	9/1978	5/1979	5/1980
volunteers on board	00	04	05

Rural Training in its present form has been in operation since 1979. Volunteers, who work in conjunction with the Rural Vocational Instructor Training Center, conduct classes in the areas of metal work, mechanics, and handicrafts. These classes are conducted to village artisans and craftsmen in village training centers. Skills in audio-visual techniques and appropriate technology are also being developed. PC/Gambia expects this program to continue with moderate expansion, particularly in FY 82/83.

GHANA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	235	176	108	101	146	124
# of Education PCVs	208	158	87	64	78	68
% of Education PCVs	89%	90%	81%	63%	53%	55%
# of Formal Education PCVs	180	152	77	60	75	60
# of Nonformal Education PCVs	28	6	10	4	3	8

Education programs include:

Rural Development
Teacher Training
Special Education
Elementary Education Teacher Training
Secondary Education
Journalism
Junior Secondary Schools

COUNTRY OVERVIEW

Programming in Ghana is now in a transition phase. At one point when there were more than 400 PCVs in Ghana, teachers accounted for about 90% of the total. In response to the BHN mandate, PC/Ghana is changing its programming mix and hopes to reach an equilibrium with about 40% of its volunteers in the education sector. This strategy is in contrast to the one put forth in the 1980 CMP which called for a phased withdrawal from the education sector. The change in policy is partly due to the fact that over 2,000 qualified Ghanaian teachers have left the country in search of higher wages. Official requests for PCV teachers is now at a record high.

The CDO reports that the emphasis on BHN programming has helped to get Ghana out of a programming and placement rut where a certain number of PC teachers were being used to fill slots in the best schools. While the majority of students of Ghana PC teachers has always been the poor, PC/Ghana has now pulled out of those schools with the least need for PC teachers and whose students are primarily the children of the bourgeois and is now emphasizing placement of volunteers at sites in poor rural areas where there is also opportunity for BHN secondary projects.

641A6 Rural Development	9/1978	5/1979	5/1980
volunteers on board	28	06	10

The goal of this program is to teach poor, illiterate or semi-literate, rural young people practical vocational skills such as agriculture, masonry, carpentry, auto mechanics, dressmaking and home management to improve their income earning potential. Volunteers are currently serving as instructors at Rural Training Centers. This is a continuing project although the numbers of PCVs has been declining during the last two years due to the lack of the most basic tools and materials necessary for the trades.

641A7 Teacher Training/Vocational/ Technical	9/1978	5/1979	5/1980
volunteers on board	00	I3	09

The goal of this program is to train middle-level manpower to meet Ghana's basic human and development needs in food production, health and sanitation, business, housing, etc. Each volunteer teaches at one of the 17 Technical Institutes (pre-university) including a technical teachers training center and a machine and power building center. While this program was scheduled for expansion in 1978, it is now being phased-out.

641A8 Special Education	9/1978	5/1979	5/1980
volunteers on board	06	03	00

This program is designed to help mentally retarded children, especially those from poor families, enjoy the basic necessities of life -- to speak, to move, and to learn the most elementary skills. The program has been postponed until a Special Education Consultant can come and develop a curriculum for Special Education at the teacher training level. PC/Ghana feels this program has great potential.

641B0 Elementary Education Teacher Training	9/1978	5/1979	5/1980
volunteers on board	00	00	04

This is a new project designed to train 2,500 elementary teachers in the areas of Math and Science. It provides a lasting solution to a problem experienced by all income levels and a need considered most important by Ghanaians.

641B1 Secondary Education	9/1978	5/1979	5/1980
volunteers on board	172	134	63

Due to inadequate numbers of Ghanaian graduate teachers, PC is providing

volunteers to prepare Ghanaians for the O/A level exams. Most of the PC teachers (about 80-90%) are teachers of Math and Science, which remains the Ghanaian Ministry of Education's priority. PC/Ghana is trying to place teachers in the smaller, more rural secondary schools where the need is greatest. PC/Ghana expects this program to continue at the same level for the next several years.

641C5 Institute of Journalism	9/1978	5/1979	5/1980
volunteers on board	02	02	01

The goal of this project is to provide formal and systematic training in creative writing and advertising/marketing to journalism students so as to develop adequate and independent staff for Ghanaian newspapers. This program is scheduled to be phased-out.

641C8 Junior Secondary Schools	9/1978	5/1979	5/1980
volunteers on board	00	00	00

Ghana is trying to revise an educational system that was inherited from the colonial era and whose pre-university system places undue emphasis on academic studies. Therefore the Government of Ghana has decided to create Junior Secondary Schools which will replace the first 3 years of Senior Secondary Schools and will include mandatory vocational studies. This is expected to provide a lasting solution to some of Ghana's manpower needs. Although there are currently no volunteers in this program, PC/Ghana feels that this is a project where potential impact is great, especially upon the poor, and will be attempting to place PCVs in Junior Secondary Schools as soon as there are enough physical facilities to do so.

IVORY COAST

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	77	56	72	57	37	39
# of Education PCVs	41	28	35	25	14	14
% of Education PCVs	53%	50%	49%	44%	38%	36%
# of Formal Education PCVs	34	23	31	22	14	14
# of Non-formal Education PCVs	7	5	4	3	0	0

Education programs include:

Secondary Math
Secondary Education TEFL
Educational TV
Ivory Coast Agriculture Education

COUNTRY OVERVIEW

Due to Peace Corps' BHN emphasis, PC Ivory Coast proposed phase-outs in the education sector. However, education, especially in mathematics and the sciences, continues to be a top priority of the Government of Ivory Coast. For the past two years volunteer math teachers have been most successful and are much appreciated. In some cases, the level of French has made them less effective in their first year of teaching.

The government of Ivory Coast is becoming more and more insistent that volunteers who come to Ivory Coast be "qualified". Here the definition of qualified means: (1) appropriate academic degrees, technical certificates/degrees, (2) adequate work experience where necessary, and (3) the ability to speak, read, write and understand French. Thus the size of education programs in Ivory Coast, particularly the math/science teachers, depends on the ability of Peace Corps to recruit volunteers who are acceptable to the host country government.

Although the TEFL program was slated for phase-out, it will be continued at a modest level and PC Ivory Coast will seek to have more of an impact on the training of teachers and the upgrading of teachers' skills. As of September 1980 the government of Ivory Coast cancelled the trainee input in TEFL for 1981, after sixteen years of Peace Corps TEFL teachers, because it feels it can recruit enough TEFL teachers on its own.

681BF Secondary Math	9/1978	5/1979	5/1980
volunteers on board	06	02	07

This program was started in 1977 to help alleviate a shortage of Math teachers in Ivory Coast. As stated before this is a very high priority for the government, and given that less than 5% of the Math teachers in the Ivory Coast are Ivorian nationals, the Government has turned to Peace Corps as a potential source. The question is whether Peace Corps can recruit enough Math/Science teachers with French ability for all the programs in Francophone Africa.

681B6 Secondary Education TEFL	9/1978	5/1979	5/1980
volunteers on board	28	21	22

The messages going back and forth between Peace Corps and the government of Ivory Coast concerning education programs, and the TEFL program in particular, are very confusing. Briefly stated, PC conveyed the message that it planned to get out of education. Ivory Coast responded that it wanted education volunteers but was effected by the policy change and started to look to other sources for (English) teachers. PC decided that it is important to keep up the numbers of volunteers and stop the phase-out in the TEFL program, and decided on a slow reduction instead. Ivory Coast canceled requests for TEFL teachers in 1981, deciding it is now ready to recruit English teachers on its own. The future of the program is now very cloudy. In any case, these volunteers are generally located in the larger towns because the Government of Ivory Coast does not feel that it is proper for "Europeans" to live in small towns with mud huts. PC TEFL volunteers also tend to be concentrated in the south of the country where the government has concentrated its development efforts.

681B7 Educational TV	9/1978	5/1979	5/1980
volunteers on board	07	05	04

This program, which was slated to be phased-out in 1979, has been re-instated at the request of the Government of Ivory Coast. The government feels that this is one of the important directions education will take in the next decade. The CDO (Country Desk Officer) reports that most villages in Ivory Coast have TVs so that these programs reach people throughout the country. The volunteer's role is to help write instructional TV programs and operate the equipment. PC/IC questions whether the volunteer roles are appropriate, thus the future of the program is uncertain.

681B9 Ivory Coast Agriculture Education	9/1978	5/1979	5/1980
volunteers on board	00	00	02

This program, which started in September 1979, seeks to provide students at the two Agricultural high schools with basic training in farm

management, accounting, and home economics for female students. Since most of the students don't continue their education after going to the Ag high schools, PC/Ivory Coast feels that volunteers will have a direct impact on village development by helping supply students with a basic education either in management or in home economics. This will be the first time special courses will have been taught which directly target female students.

KENYA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	241	182	254	116	99	123
# of Education PCVs	166	124	168	59	55	54
% of Education PCVs	69%	68%	66%	51%	56%	44%
# of Formal Education PCVs	166	124	168	59	55	54
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Medical Education
Secondary Education
Special Education
Village Polytechnic
Technical Education
Government Secondary Education

COUNTRY OVERVIEW

During the last several years the thrust of PC/Kenya education programs has been to provide volunteers to serve as teachers in the rural, community organized (and subsidized) Harambee schools. Thus volunteers have been moved out of the traditional secondary schools.

A number of education programs, which were both oriented in the capital and required highly skilled volunteers (such as the Business Education and University Lectures programs) have been phased-out. The Medical Education program will follow suit this year.

Kenya, which has recently (July 1980) reorganized its primary school system to include nine years of instruction, has requested Peace Corps to provide primary school teachers. President Moi, in a recent visit to Washington, personally requested that Peace Corps provide Math/Science teachers for Primary Schools in Kenya. There is expected to be a formal request in FY 81 for volunteers. This represents a major new thrust in educational programming in Kenya. Other teachers in the areas of health, nutrition, carpentry, vegetable crops, small animal husbandry and business related skills may also be requested for these primary schools. PC/Kenya reports that the ability to program volunteers in this area is dependent on additional staff (an APCD), a separate pre-service training program for primary education, a staff vehicle, and perhaps a secretarial slot.

PC/Kenya is also making a concerted effort to place some volunteers in Western Kenya where the people are the poorest.

615A4 Medical Education	9/1978	5/1979	5/1980
volunteers on board	28	02	15

This program should be phased-out by the end of 1980. It provides highly skilled professionals to the Nairobi Medical Center to act as faculty. Due to recruiting difficulties and the fact that the Ministry of Health now feels that there are enough qualified Kenyans, PC/Kenya has decided to phase-out the project.

615A6 Secondary Education	9/1978	5/1979	5/1980
volunteers on board	104	76	121

Currently there are estimated to be 101 Math/Science teachers and 20 English teachers in this program. They teach at "Harambee" schools which are community funded and organized schools, located in rural areas. PC/Kenya feels that this is a worthwhile project in which to concentrate the majority of its education volunteers because these schools have a great need for teachers and materials that they can get in no other way. The students are overwhelmingly the children of poor subsistence farmers. The program is expected to continue at its present size for the forseeable future.

615A9 Special Education	9/1978	5/1979	5/1980
volunteers on board	12	07	10

The volunteers in this program work throughout the country in special schools for the mentally and physically handicapped. The Country Desk Officer reports that this is the only education program in Kenya that can be said to serve principally an elite. The children at these schools represent a cross-section of the Kenyan population.

615B1 Village Polytechnic	9/1978	5/1979	5/1980
volunteers on board	01	02	13

In this program volunteers are assigned to rural, secondary schools to teach carpentry, masonry, mechanics, home economics, etc. The goal is both to train rural youth in practical skills that they can use in rural areas and to prepare students for the Kenya Technical Teachers College. This program has been recently discontinued due to placement problems attributed to the host country ministry.

615B4 Technical Education	9/1978	5/1979	5/1980
volunteers on board	05	03	01

This project, as the Village Polytechnic, seeks to provide technical teachers for secondary schools. The only difference is that this program specifically targets teachers for the Harambee schools.

615B8 Government Secondary Education	9/1978	5/1979	5/1980
volunteers on board	17	14	08

The goal of the Government Secondary Education Program is to reduce the shortage of qualified music teachers by increasing the number of secondary school students with music education who will in turn enter teacher training colleges to become Secondary School Music teachers. This program, along with a program in Malaysia, are the only two music teaching programs in Peace Corps. The music teachers are also the only volunteers to teach in the traditional Kenyan Secondary Schools. These volunteers are located throughout the country and spend approximately one-half their time teaching African music. Choirs taught by Peace Corps Music Teachers recently won the top four prizes in a choir contest held annually in Nairobi. This program is expected to continue at the same size over the next several years.

Recently, some math/science teachers have been shifted into this program from the Village Polytechnic Program.

LESOTHO

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	128	110	100	76	83	77
# of Education PCVs	98	69	38	38	37	28
% of Education PCVs	75%	63%	38%	50%	45%	36%
# of Formal Education PCVs	98	69	35	31	35	26
# of Nonformal Education PCVs	0	0	3	7	2	2

Education programs include:

Lesotho Teacher Training
Lesotho Traditional Education
Lesotho Education Support Services
Lesotho Non-traditional Education
Agriculture Education

COUNTRY OVERVIEW

PC/Lesotho is continuing to expand BHN Programming initiated in 1978, when 75% of the 128 volunteers worked in Education. At that time, the majority of volunteers in country were formal education classroom teachers. PC/Lesotho, with a continued gradual cutback in education, will have only 39% of its volunteers in the education sector by FY 81 year end. The Country Desk Officer reports that the switch to BHN programming has not always been smooth. The community gardens program was cited as a program for which the local population did not see a need. Currently, as of the 1981 Country Management Report, 51% of Lesotho PCVs are in the education sector, approximately 2/3 in formal secondary education with the other 1/3 in teacher training.

632A6 Lesotho Teacher Training	9/1978	5/1979	5/1980
volunteers on board	27	12	07

In this program volunteers supervise teacher interns in both the primary and secondary schools where they teach. The average volunteer covers 5 teachers at different schools and conducts in-service teacher workshops. After two full years of intern supervision solely by Peace Corps Volunteers, the National Teacher Training College has set up a program to train local intern supervisors, at first in a counterpart situation. This is the reason for the reduction in the program over the

last two years. This program should continue at essentially the same size over the next several years. PC/Lesotho feels that by living and working in the rural areas, the intern supervisors are fulfilling the cross-cultural goals of Peace Corps.

632A7 Lesotho Traditional Education	9/1978	5/1979	5/1980
volunteers on board	59	50	23

This secondary education program was changed in 1979 to include primary school teachers as well. Included are Math/Science, Building Science and Handicrafts teachers. The 1981 CMP reports that the numbers have gone down due to advice from primary education volunteers who have the problem of learning the local language and thus have problems teaching at the primary level. The new Permanent Secretary for Education feels that Basotho can do a better job in lower classes than PCVs. To avoid confusion, the program (for four volunteers in primary school) has been cancelled. Now there are only two at the primary school level.
All of the traditional education volunteers are outside of the capital city, Maseru.

632A8 Lesotho Support Services	9/1978	5/1979	5/1980
volunteers on board	12	07	05

This program provides interim personnel in order to expand curriculum and services in a number of non-academic fields until personnel can be recruited and trained. Many requests are for personnel at the Ministry of Education in Maseru. This project is being discontinued because PC/Lesotho wants to place volunteers in rural areas to work directly with the poor.

632B3 Lesotho Non-Traditional Education	9/1978	5/1979	5/1980
volunteers on board	00	00	03

The goal of this program is to help neglected rural people have access to a traditional school setting by offering them skill training in literacy, numeracy and some practical skills. Numbers of requested trainees have dropped because Peace Corps failed to fill the request for a learning disabilities teacher. Two braille teachers have started working at the Resource Centre for the Blind. Non-Traditional Education was programmed to address the needs of the rural poor but volunteers are currently teaching in Maseru, the capital.

632B5 Agriculture Education	9/1978	5/1979	5/1980
volunteers on board	00	00	00

PC/Lesotho has requested 13 volunteers for FY 81 to teach Agriculture Education at secondary schools around the country. This is part of the new emphasis PC/Lesotho is putting on agriculture.

LIBERIA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	225	170	153	155	132	152
# of Education PCVs	97	71	89	79	66	66
% of Education PCVs	30%	42%	58%	51%	50%	43%
# of Formal Education PCVs	97	71	89	79	66	66
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Vocational Agriculture
Teacher Training
Vocational Education
Secondary Education
School Health Education
University Education

COUNTRY OVERVIEW

Currently, education volunteers represent about one-half of Liberia's 180 volunteers. Peace Corps Liberia evaluates Liberia's development needs with an eye toward basic human needs and is trying to refine existing programs until they reflect this thrust. In accordance with this PC/Liberia has cut out programs it considers frivolous, such as coaches, music teachers and French teachers, and within a time frame acceptable to Liberians, English teachers. All teachers, no matter what their primary focus, will be expected to participate in curriculum and teaching workshops, adult literacy, and health education. At present, 30 volunteer teachers are involved 2-4 nights a week in new adult literacy programs. PC/Liberia has been trying to get into adult education and special education programming but has not yet been able to. There are currently no trainee requests being projected in these areas through 1982.

Another concern for PC/Liberia is that the Liberian Ministry of Education has decided not to accept teachers without degrees in their area of assignment. Given that PC/Liberia expects to program education projects selectively (in accordance with BHN priorities), PC/Liberia expects the size of the education sector to stay stable over the next several years. The Country Desk Officer reports that the children taught by PC teachers are poor village children. The majority of middle class children go to private schools or go to schools overseas.

669A4 Vocational Agriculture	9/1978	5/1979	5/1980
volunteers on board	09	08	11

This program, which started in FY 78, seeks to instill in rural youth a higher value of agriculture via the teaching of basic agricultural techniques in rural schools, and to improve the teaching capability of co-workers. The Vocational Agriculture teachers work in government secondary schools. This project is expected to expand in size over the next several years.

669A5 Teacher Training	9/1978	5/1979	5/1980
volunteers on board	10	06	14

The purpose of this program is to supply skilled teacher trainers to the Kakata and Zorgor Rural Teacher Training Institutes so as to increase the number of qualified elementary teachers. Volunteers also provide in-service training to underqualified teachers who are already in the field. This program is consistent with the Government of Liberia's statement that the last Peace Corps education volunteers would prepare Liberians to teach. This program should expand slightly in 1981-1982.

669A7 Vocational Education	9/1978	5/1979	5/1980
volunteers on board	04	06	11

Until 1979 there was only one vocational institution at the secondary level in Liberia. Last year two high schools offered technical programs. This year an African Development Bank Project plans to open 15 rural junior high schools which include vocational education as part of the curriculum. Peace Corps is providing technical staff for the new community schools as well as for the existing institutions in order to train students to be skilled craftsmen and technicians. This is a long-term project that is presently expanding.

669B0 Liberia Secondary Education	9/1978	5/1979	5/1980
volunteers on board	67	50	48

This project, which was clearly being reduced in FY 79, is now leveling off at a level which PC/Liberia feels is workable. The CDO reports that the Government of Liberia would be happy to use many more Peace Corps teachers than we are now supplying. Part of this is because the secondary school population in Liberia is growing at a rate that is three times faster than that of qualified teachers. Volunteers are currently teaching reading, math, science, biology, and health in the up-country, rural public high schools where qualified teachers are sorely

needed. PC/Liberia is also putting a great deal of emphasis on secondary projects for education volunteers. The Government of Liberia is currently asking to look at the Pre-Training Questionnaires for potential Liberia volunteers thirty days before they arrive in-country so as to screen out volunteers they feel are unqualified.

669B1 School Health Education	9/1978	5/1979	5/1980
volunteers on board	00	00	04

This is a new project aimed towards providing health teachers for elementary and junior high schools. Volunteers will be responsible for improving the curriculum and developing new program materials. PC/Liberia felt that there was a high degree of potential for expansion in this project in 1978 but it is now expected to stay at the same size for the next several years.

669B2 University Education	9/1978	5/1979	5/1980
volunteers on board	07	01	01

This project, which is currently being phased-out due to its lack of BHN emphasis, has been providing accountants to the the University's School of Business. The accountants so trained could form the nucleus of coops and unions, as well as small businesses throughout Liberia. There will be no new trainees for this program.

MALAWI

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	0	12	27	19	54	39
# of Education PCVs	0	0	5	5	19	19
% of Education PCVs	0%	0%	19%	26%	35%	48%
# of Formal Education PCVs	0	0	5	5	19	19
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Adult Basic Education

COUNTRY OVERVIEW

The Adult Basic Education program is the only education program in Malawi at the present time. As of the 1981 Country Management Plan PC/Malawi had predicted they would ask for teacher trainers in FY 81 and 82. This program has not materialized and due to the programming difficulties inherent in teacher training programs, Malawi has decided to cancel the request for the forseeable future.

The Government of Malawi has told Peace Corps that it does not wish to request volunteers to serve as secondary school teachers. The Malawian Government is very discriminating about the volunteers which it accepts in-country. Representatives are sent to stagings in the U.S. to look over potential volunteers. Thus a great deal of care must be taken in programming to assure the delivery of volunteers deemed qualified for any particular job.

614A4 Adult Basic Education	9/1978	5/1979	5/1980
volunteers on board	00	00	05

The original goal of this project was to significantly increase the level of fundamental skills in Malawi's adult population, for example, in literacy, home economics skills and applied agricultural science. However, the program has turned out to be a combination of individual placements with volunteers teaching home economics, agriculture and so forth at a number of different institutions, usually at the university level. Several of the volunteers within this program have been transfered into new programs due to problems with the ministry they were associated

with. They have now transfered into projects under the auspices of the Ministry of Agriculture with which the Peace Corps has always had fruitful relations. This program is expected to continue but remain at a small size for the near future.

MALI

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	76	44	47	32	36	26
# of Education PCVs	48	24	19	16	7	8
% of Education PCVs	63%	55%	40%	50%	20%	31%
# of Formal Education PCVs	48	24	19	16	7	8
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Secondary Education
College Teaching
Ruralized Schools (Vocational Curriculum Development)

COUNTRY OVERVIEW

Mali has a limited cash economy and the government infrastructure presently reaches a small percentage of the rural and poor population. The Government spends 1/3 of the national budget on education. School enrollment is expanding and there is a shortage of teachers at all levels, especially in colleges where more secondary teachers must be educated. The Peace Corps has a good track record in education in Mali (the first PCVs arrived in Mali in 1971 for rural development programs, with a single education PCV arriving in 1974 as a professor in the teacher training college, followed by other education PCVs). The Minister of Education states that the national goal of all Malian English teachers at the junior high and secondary levels has been achieved because of the Peace Corps.

The PC role in education is being narrowed to teacher education as the supply of Malian teachers expands and as a result of the BHN programming policy. However, PC can play an important role in both quantitative and qualitative improvements of formal education in Mali at all levels if this becomes a priority of PC policy. Math and science teachers are especially needed at all levels, and primary level vocational curriculum relevant to the needs of rural citizens who will not go on to secondary school must be developed.

The characteristics of the school-enrolled population are not documented, although former PCVs and the CDO agree that students are not an economic elite. A clear picture of the condition of the education system at all levels should be developed. PC is exploring roles in extension education for health, agriculture, nutrition, etc. This promising programming direction is constrained by the absence of infrastructure, logistical

difficulties in PCV support, and caution by the Mali Government until small pilot programs prove successful. PC field staff indicate that a need for at least 100 PCVs is there in all programming areas, but a level of 75 by FY 81 or FY 82 is a more realistic estimate of expansion.

688B3 Secondary Education	9/1978	5/1979	5/1980
volunteers on board	35	16	11

Seven volunteers teach math in secondary schools, with replacements requested until Malian teachers are available to meet needs resulting from enrollment expansion. There are few textbooks, so volunteers must prepare their own teaching materials for classes of about 50 students. Volunteers must teach in French, and in rural areas an African language must also be learned for community involvement. Originally, this program included 20 PCVs who taught some 300 students each in up-country schools and who worked with counterparts on Pedagogic Committees to improve school curricula. Volunteers have been phased out of teaching positions other than math/science.

College Teaching	9/1978	5/1979	5/1980
volunteers on board	13	07	08

Nine volunteers teach English at the teacher training college. They work in classes of 30 to 40 students teaching general English, literature, translation, TEFL methodology, linguistics and composition. One PCV teaches college math. There is a shortage of Malian teachers of college math and science, but few volunteers can be found who can teach in French and who have credentials acceptable to the Government of Mali. For 3 years requests have been made for chemistry teachers, with no volunteers placed. The original volunteer in this college math/science program, who completed service in 1977, taught chemistry and physics and wrote new textbooks in physical chemistry and quantum mechanics in French.

Ruralized Schools	9/1978	5/1979	5/1980
volunteers on board	03	01	00

In 1978, three volunteers served as technical advisors to the Ministry of Education on developing agricultural curriculum for primary and junior high schools to meet the needs of the majority of school children who will become farmers, craftsmen, and parents.

MAURITANIA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	25	16	20	27	28	35
# of Education PCVs	3	6	2	0	0	0
% of Education PCVs	12%	38%	10%	0%	0%	0%
# of Formal Education PCVs	3	6	2	0	0	0
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Math/Science Education

COUNTRY OVERVIEW

Due to the fact that the Government of Mauritania made no request for renewal in FY 80 and to the general state of disaray of the Mauritanian school system, it was decided that Peace Corps should not replace the two math/science teachers, whose tour ended in FY 80.

NIGER

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	25	102	103	97	95	81
# of Education PCVs	3	52	39	50	24	34
% of Education PCVs	12%	51%	38%	52%	25%	42%
# of Formal Education PCVs	3	50	39	29	15	21
# of Nonformal Education PCVs	0	1	0	21	9	13

Education programs include:

Niger Youth Development
TEFL Education
Project Cinebus

COUNTRY OVERVIEW

After much discussion of the priorities of the Government of Niger and of Peace Corps worldwide, Peace Corps/Niger has concluded that the number of volunteers in the education sector has grown beyond a manageable number and that the percentage of PCVs in education is not proportional to the ranking of priorities by the Government of Niger. Therefore, PC/Niger has decided to reduce its TEFL requests by 5 each year until the number of volunteers reaches 25 as well as limiting the numbers of volunteers in the other education programs to what it deems to be an optimal size given the nature of the programs and the programming difficulties involved.

683A7 Youth Development	9/1978	5/1979	5/1980
volunteers on board	09	10	09

This program addresses the needs of young adults, the majority of Niger's population, who are now concentrated in the urban areas and who are often idle. The volunteers have two main activities: teaching physical education at secondary schools and working in local youth centers. At these centers, which are located throughout Niger, volunteers coordinate youth, cultural and athletic activities, and initiate projects which develop marketable skills for the involved youth. PC/Niger seeks a gradual metamorphisis of the role of the volunteer from sports instructor to community development worker. The volunteers' work in teaching physical education is clear-cut and going well, but in the community

youth centers (nonformal education) problems of organization, sustained interest, and volunteer training remain. For this reason, PC/Niger has decided that the number of Youth Development volunteers will be limited to 15, until programming problems are resolved.

683A8 TEFL Education	9/1978	5/1979	5/1980
volunteers on board	42	06	30

This is currently PC/Niger's biggest project. All but three or four of these volunteers teach in secondary schools which are located throughout the country while the rest teach at the University of Niamey located in the capital. PC/Niger feels that the education dispensed by PC TEFL teachers challenges the student to analyze and solve problems. This is in stark contrast to the rote memorization which goes on in most classes. The majority of immediate beneficiaries on the primary job level are poor children, the first in their families to receive a secondary (or any) education.

Project Cinebus	9/1978	5/1979	5/1980
volunteers on board	02	01	00

As part of a large education effort in Niger using television as a medium, 2 (as of 9/1980) Cinebus Volunteers are involved in filming, directing and editing films on agriculture, health, and development issues in Niger, as well as training Nigerians. The films developed in this project are to be shown in small villages throughout the country. PC/Niger reports that given the nature of the work, and that all the postings are in Niamey, it is impossible to have more than two or three volunteers in this program.

RWANDA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	6	1	5	5	2	2
# of Education PCVs	5	1	5	5	2	2
% of Education PCVs	83%	100%	100%	100%	100%	100%
# of Formal Education PCVs	1	1	5	5	2	2
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Curriculum Development
University Education

COUNTRY OVERVIEW

Peace Corps has been in Rwanda since 1975. At the time, the Government of Rwanda wanted only university education volunteers or capital assistance. Since Peace Corps has been deemphasizing education, there was little room for negotiation. Peace Corps has supplied English teachers who have helped to set up the English Department at the National University of Rwanda. Within the last month (September 1980) one volunteer has just transfered into Rwanda to set up a conservation education program in order to inform students of dangers arising from the destruction of the environment and particularly of its effect on the mountain gorillas who risk becoming extinct in the near future. Meanwhile, the Peace Corps, which is represented by the Deputy Chief of Mission in Rwanda, is looking into the possibility of other programming should the government decide it is interested.

696A3 Curriculum Development	9/1978	5/1979	5/1980
volunteers on board	00	00	01

This volunteer, who works at the Ministry of Education, is writing English materials and preparing visual aids for use in primary and secondary schools.

696A5 University Education	9/1978	5/1979	5/1980
volunteers on board	05	01	04

University Education is the main area in which Rwanda has asked for help from Peace Corps. These volunteers are helping to get the English Department at the University of Rwanda on its feet by teaching English teachers. This program is expected to continue at the same size for the near future.

SENEGAL

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	110	84	97	80	82	82
# of Education PCVs	44	38	32	23	15	21
% of Education PCVs	40%	45%	33%	29%	18%	26%
# of Formal Education PCVs	44	38	32	23	15	21
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Senegal Education
Practical Schools
Rural Health

COUNTRY OVERVIEW

Currently, most of the education volunteers in Senegal are involved in the TEFL project (Senegal Education). This program, which had 55 volunteers in 1976, now has about 30 volunteers. Although the Peace Corps Director in Senegal feels that the decrease in the number of TEFL volunteers was justified, he has underscored the viability of the program. In the 1981 Country Management Plan he writes:

> "These volunteers are in Lycees and general secondary schools in posts outside the capital which would not otherwise be filled by qualified Senegalese teachers. Our teachers are willing to work in the remotest sites, in schools with no blackboards and no textbooks, living only one step above the village level. The students in these classrooms are almost always children from villages, who, either by exceptional intelligence or extreme diligence, passed the examination allowing them to enter high school. The stereotype of the classroom of "ministers' children" could not be farther from the truth. Actually a major problem faced by our volunteers is the seeming hopelessness of the students' futures. Only a few will pass the next exam admitting them to senior high school (entry into 3eme), and then only a miniscule number will pass the baccaluareate and continue to the university. Meanwhile the students are often in schools many miles from their village homes, living with friends of distant relatives whose finances do not allow anything but the minimum. Frequently the students are in homes without electricity and must study by oil lamp, if money for oil is even available."

This statement by the Country Director is reflective of statements of other

country directors, country desk officers and numerous former volunteer teachers in Africa. In conclusion, PC/Senegal feels that with the present TEFL program accounting for 25-30% of the overall program in Senegal, the current balance is well justified. The Senegal Country Director has always felt that it was not TEFL that was a problem but the number of volunteers that was being fielded in the program. TEFL was not the only program reduced due to BHN. A sports coaches program and an Illustrator program were phased out due to the fact that they didn't meet BHN criteria.

685A6 Senegal Education	9/1978	5/1979	5/1980
volunteers on board	40	34	30

As was stated above, these volunteers teach English in secondary schools around the country. After a sharp reduction in the program (starting in 1976), PC/Senegal expects program size to even off. The Country Desk Officer stated that there might be a slight reduction over the next several years due to volunteers being replaced by qualified Senegalese coming out of the teacher training colleges.

685B7 Practical Schools	9/1978	5/1979	5/1980
volunteers on board	0C	00	02

This program, started in 1979, is designed to teach primary school dropouts practical, vocational skills at the village level. Likewise it seeks to teach counterpart teachers these same skills. Unfortunately, both because of lack of supplies and the fact the villagers weren't very motivated to attend schools which did not offer diplomas, the program has been unsuccessful. By September 1980, the program should be completely phased-out.

685C0 Rural Health Education	9/1978	5/1979	5/1980
volunteers on board	00	00	00

This program, which starts in September 1980, consists of volunteers training primary school teachers in health education, nutrition, first aid, and sanitation. The volunteer will be responsible for a number of primary schools in a particular area. He will observe the health lessons he has helped the teacher to prepare, thus seeking to change the health related attitudes and habits among the students. This is a pilot project that is expected to expand if it is successful.

SEYCHELLES

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	6	8	11	13	6	13
# of Education PCVs	1	0	1	1	2	1
% of Education PCVs	17%	0%	9%	8%	33%	8%
# of Formal Education PCVs	1	0	1	1	2	1
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Education

COUNTRY OVERVIEW

As of May 1980 there were only 11 volunteers in the Seychelles. The volunteers were predominately involved in housing, health and agriculture. Education is now being added as a new programming direction. While education volunteers may increase somewhat, PC/Seychelles expects to emphasize BHN programs.

639A8 Education	9/1978	5/1979	5/1980
volunteers on board	01	00	01

This program currently has one art teacher who teaches at the secondary school level. Two additional requests for music teachers are expected in the near future. PC/Seychelles expects to receive more education requests from the government if the present volunteer works out well.

SIERRA LEONE

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	232	179	179	136	136	135
# of Education PCVs	132	103	109	75	67	60
% of Education PCVs	57%	58%	61%	55%	49%	44%
# of Formal Education PCVs	132	103	109	72	62	53
# of Nonformal Education PCVs	0	0	0	3	5	7

Education programs include:

Primary Education
Secondary Education
Education Specialists
Adult Literacy

COUNTRY OVERVIEW

Peace Corps has an 18-year track record in education in Sierra Leone with a reputation of solid job performance and cross-cultural sensitivity. The school system has relatively low enrollment percentages at the primary (35%) and secondary (23%) levels, but there is a shortage of qualified teachers at the primary, secondary, remedial education, and teacher-training college levels. Reform of the school curriculum is also a pressing need. Most schools are in rural areas, with student populations that are a mix of the entire local or regional populations. The Primary Education Program emphasizes teacher education while the Secondary Education program emphasizes vocational subjects. Volunteer placements in academic subjects are being phased-out. With 75% of the population illiterate and outside the cash economy, PC/Sierra Leone plans to refocus its educational programming towards basic human needs, including literacy programs.

636A5 Primary Education	9/1978	5/1979	5/1980
volunteers on board	28	20	14

In primary schools, 130,000 of 158,000 students receive an inadequate education in terms of study habits and preparation for secondary school subjects, and in terms of relevancy to basic human needs and employment opportunities. An estimated 60% of primary school teachers (3,100) are "professionally untrained and academically unqualified." Volunteers conduct in-service teacher workshops and disseminate new curricula for

teachers in rural areas or teach in teacher-training colleges (agricultural science, math, general science and arts and crafts). The goal is to improve the teaching performance of the 60% and future primary school teachers, and to expand use of curricula relevant to basic human needs.

636A6 Secondary Education	9/1978	5/1979	5/1980
volunteers on board	96	80	90

In secondary schools 51,000 of 60,000 students are in rural areas. There is a shortage of qualified teachers in certain subjects, especially in rural schools, and the secondary school curriculum is overly academic and classical. The two teacher training colleges for secondary teachers are unable to produce enough teachers for an expanding school system. Volunteer placements emphasize rural schools and vocational curriculum. Requests are no longer accepted for teachers of history, music, geography, economics and art; in 3-5 years volunteers teaching academic subjects other than math and science will be phased-out.

Education Specialists	9/1978	5/1979	5/1980
volunteers on board	08	03	06

There is a critical shortage of remedial teachers for the blind, mentally retarded, deaf and physically handicapped. Volunteers will help fill the gap and train teachers in special education until adequate numbers of Sierra Leonean special education teachers are available. One volunteer serves as an education statistician in the Ministry of Education to assist with a survey of the entire education system (World Bank funded project); and placements are considered for college lecturers in education -- with the goal of reforming the educational system.

Adult Literacy	9/1978	5/1979	5/1980
volunteers on board	00	00	00

No adult literacy volunteers are currently on board but 3 have been requested to supervise Literacy Organizers who will each operate 8-10 literacy classes per Chiefdom; the goal is to expand literacy among the 75% of the population outside the cash economy.

SWAZILAND

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	102	69	82	124	63	120
# of Education PCVs	88	57	69	122	52	117
% of Education PCVs	86%	83%	84%	98%	83%	98%
# of Formal Education PCVs	83	52	59	117	45	111
# of Nonformal Education PCVs	05	5	10	5	7	7

Education programs include:

Swaziland Math/Science
Swaziland Nonformal Education
Swaziland Agriculture Education
Swaziland Skill Trades Education
Swaziland Professional and Administration
Swaziland University Education
Environmental Conservation

COUNTRY OVERVIEW

There are about 110 Peace Corps Volunteers currently serving in Swaziland. About 90% are educators engaged in formal or nonformal teaching situations at rural secondary schools. Teaching areas include: math, science, agriculture, woodworking, metalworking, and practical skills for adults. PC/Swaziland has made considerable efforts to expand programming in other sectors but this remains a slow process due to the government's higher priority on having volunteers serve as teachers, an area where there is a serious shortage of qualified nationals.

645A1 Swaziland Math/Science	9/1978	5/1979	5/1980
volunteers on board	54	32	29

This program, the largest in Swaziland, provides math/science teachers to secondary schools, all but one of which are located in the rural areas outside the capital. PC/Swaziland is trying to encourage the Ministry of Education to allow teachers to conduct workshops with primary school teachers in math, science, and agriculture in order to improve the quality of teaching in these areas at the lower levels. PC/Swaziland is also trying to place full time math/science teachers at the primary school level to teach all math and possibly science courses. The objective

would be to determine whether or not taking the responsibility of teaching the subjects away from the primary teacher and giving it to a specialist in these areas would result in improvement in math and science scores.

645A3 Swaziland Nonformal Education	9/1978	5/1979	5/1980
volunteers on board	05	05	10

This program seeks to provide staffing for rural community centers which will offer training in carpentry, health and nutrition education, and agriculture to local populations. The volunteer will work in conjunction with Swazi extensionists to provide these services. The volunteers work at the same sites as the secondary school and adult education volunteers. Most of the recipients are female school leavers. There has been a high attrition rate in this program which has been attributed to poor placement as well as insufficiently trained volunteers.

645A4 Agriculture Education	9/1978	5/1979	5/1980
volunteers on board	17	12	17

In order to prepare students for gainful rural employment and help Swaziland to increase agriculture productivity, Peace Corps supplies Swaziland with agriculture teachers. Again, these volunteers teach at secondary schools located in rural areas. PC/Swaziland has tried, although up to now unsuccessfully, to place volunteers in primary schools in order to reach more students who will be returning to the farms for their livelihood. PC/Swaziland will continue to attempt to program volunteers in primary schools but the Government of Swaziland is concerned about the impact of foreigners on their primary school-age children.

645A9 Swaziland Skill Trades Education	9/1978	5/1979	5/1980
volunteers on board	03	03	03

From 1977 to 1979, this program was directed towards supplying instructors to the Swaziland College of Technology. In July 1979, the program started supplying teachers to secondary schools and rural education centers so as: to organize and set up shops, to provide instruction in woodwork, metalwork, masonry and related building skills in secondary schools, and to assist rural education centers in presenting programs to school leavers and rural adults. This is a continuing program.

645B3 Professional & Administration	9/1978	5/1979	5/1980
volunteers on board	03	01	03

The goal of this program is to provide skilled manpower in support positions in the ministries to assist the development of educational projects. This program is scheduled to phase-out in January 1982 as it fills gaps in the professional and high skill areas.

645B4 University Education	9/1978	5/1979	5/1980
volunteers on board	04	04	02

Peace Corps has been providing volunteers to fill slots as Assistant Lecturers at the university. No new trainees will be requested for this program as it is scheduled to be phased-out by January 1982. PC/Swaziland wants its volunteers to be working directly with the rural population.

645A5 Environmental Conservation	9/1978	5/1979	5/1980
volunteers on board	02	00	00

As of September 1980 there were 2 volunteers in this program working on the development of an environmental conservation curriculum for secondary schools. These volunteers also travel around to different secondary schools and present their program. They work in conjunction with the National Park. This project should continue for the next several years at the present level of volunteer strength.

TOGO

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	117	113	102	114	102	103
# of Education PCVs	91	84	73	106	59	85
% of Education PCVs	78%	74%	72%	93%	58%	83%
# of Formal Education PCVs	91	84	73	106	59	85
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Agricultural Education
Technical Education
Secondary Education (Math/Science)
Health Education
University Education
Teacher Training
Secondary Education (TEFL)

COUNTRY OVERVIEW

Peace Corps Togo is currently in a multi-year transition from a profile which had two-thirds of its volunteers in the education sector to one which will have two-thirds in the rural development, agriculture and health sectors. This transition was decided on in 1975, prior to the BHN programming emphasis within Peace Corps. PC/Togo will continue to phase-out its TEFL program, although the phase-out has been postponed from 1982 to 1984 due to the dismissal of 200 Ghanaian English teachers who were holding fake credentials. Likewise, University Education, originally scheduled to be phased-out in 1980 will now be continued till 1984.

Recently the Government of Togo has established many new schools in rural areas, in its move towards the development of the rural milieu. Along with this, school curricula have been reformed to place emphasis on artisan and agricultural education which make the schools serve as a genuine community development service to the poorest and most disadvantaged people of the country. In fact, these village-based secondary schools create favorable settings for specific secondary BHN assignments.

693A1 Agricultural Education	9/1978	5/1979	5/1980
volunteers on board	16	13	10

The goal of this project has been to teach primary and secondary school students practical agricultural skills, to develop an agriculture curriculum and an agriculture projects manual, and to train Togolese teachers in agriculture education. The 23 volunteers recruited in 1980 will be the last group to work in the primary schools. Because of the success of the project, the Government of Togo has asked Peace Corps to continue with a secondary school phase of this project. A group has just arrived in Togo (June 1980) to start work on this phase. The future of Peace Corps involvement in secondary school agricultural education will depend on the success of this group of volunteers. This project is seen to address a BHN area (food production) while concentrating on the rural areas. In coming years, PC/Togo will become involved in agricultural vocational education at the junior high school level.

693A4 Technical Education	9/1978	5/1979	5/1980
volunteers on board	5	0	3

A lack of trained manpower has led the Togolese Government to place special emphasis on technical and vocational education in the reformed school system. Graduates from these secondary schools are needed in the incipient Togolese industries which have, up till now, depended on expatriates.

Given the genuine need for assistance and the rural settings of most technical schools, Peace Corps has committed itself to provide Togo with a modest number of qualified technical teachers. For FY 81 a trainee request is being made of 2 for drafting, 2 for auto mechanics, 2 for electricity, 1 for building, 1 for cabinet-making, 1 for general mechanics, 1 for electro-mechanics, and 1 for road building. This project should be sustained at this level for several years to come.

693A5 Secondary Education (Math/Science)	9/1978	5/1979	5/1980
volunteers on board	32	36	38

The large student enrollment resulting from the Togo Government policy of "education for all" has created an acute shortage of trained teachers, especially math and science teachers. Togo's only univeristy turns out just a small number of graduates in these subjects each year. For example, for the academic year 1978-1979, only 8 graduated in biology, 4 in mathematics, and 1 in physics/chemistry. This is obviously inadequate. Therefore PC/Togo has committed itself to recruit, train and support an adequate number of volunteers in this project to supplement the same assistance by other countries (France). For FY 81, a trainee input of 15 for math and 15 for physics is being requested. Whether or not this can be achieved is dependent on whether math majors and physic minors can be recruited in adequate numbers. If they can, a level of about 40 trainee requests will be maintained for this project through FY 83.

693A6 Health Education	9/1978	5/1979	5/1980
volunteers on board	01	02	00

Peace Corps/Togo will evaluate the health education component in the primary schools beginning in the fall of 1980. The primary goal of the project is the training of teachers. Each volunteer will work with 12 schools each year. The training proceeds in three phases: the volunteer will prepare and present lessons with critiquing done by the teacher; the volunteer and teacher will prepare and present lessons together; the teacher will then prepare and present the lessons with critiquing done by the PCV. The intent of the approach is to make the Health Education Program a practical, realistic model through assignments that require the student to critically evaluate and, when feasible, alter his own environment.

If the Director of Primary Education evaluates the project to be relevant and valuable, then more volunteers and schools could be added in the academic year 1982-1983. Other future areas of expansion include entering the middle school system and the Teachers' College. The primary determinent of the overall project size is the performance of the project itself.

693A7 University Education	9/1978	5/1979	5/1980
volunteers on board	05	06	02

Currently, the English Department of the University of Benin (the National University in Togo) is the largest in terms of number of students. The English Department currently has fourteen faculty members, four of whom are Togolese. Unfortunately, Togo does not have adequate means to recruit and train teachers for this level. In earlier CMP's PC/Togo projected a phase-out of university English teachers for June 1980. This planning did not take into account the rapid growth in the number of students in the Department nor the difficulty the University is having in recruiting qualified faculty members. The faculty, the University itself, and the American community affiliated with the department have all indicated that the department will essentially collapse if the volunteers are phased-out as planned. PC/Togo is being asked to place and maintain a level of four volunteers/lecturers at the university through FY 84.

693A8 Teacher Training	9/1978	5/1979	5/1980
volunteers on board	00	00	01

The Ministry of Education has established teacher training institutions for all levels of education, from nursery school through the university level. The Government of Togo has asked Peace Corps to place teachers in these institutions. Currently the Ministry has suggested placing volunteers in the teacher training college (Ecole Normale Superieure) and

at the nursery school teacher training level. So far the Ministry has only been able to confirm the positions at the nursery school level, which is the request for 2 trainees for FY 81. Future requests will depend on the success of the first volunteers.

693A9 Secondary Education (TEFL)	9/1978	5/1979	5/1980
volunteers on board	32	27	19

TEFL is one of the oldest Peace Corps projects in Togo. As was previously stated, PC/Togo had planned to phase-out the TEFL program even before BHN programming. While over 66% of the Togo PCVs in 1974 were TEFL teachers, the TEFL teachers now comprise only 18% of volunteers in Togo. Now, however, due to the dismissal of Ghanaian English teachers by the Togolese Government, PC/Togo has postponed the phase-out date of 1982 to 1984 at the earliest. PC/Togo expects to furnish 30 English teachers a year through 1984. Most of these volunteers will serve in the rural areas where a great majority of their students will be the poor.

UPPER VOLTA

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	86	85	68	48	67	57
# of Education PCVs	42	49	44	26	29	21
% of Education PCVs	49%	58%	65%	54%	43%	37%
# of Formal Education PCVs	42	46	43	26	29	21
# of Nonformal Education PCVs	0	3	1	0	0	0

Education programs include:

Critical Thinking and Community Skills
Appropriate Technology Dissemination
Rural Agriculture Schools (FJA)

COUNTRY OVERVIEW

As in many African countries, education is a priority of the Government of Upper Volta. Although the government could use more volunteers as teachers, PC/Upper Volta is trying to deemphasize programming in the educational sector. At the same time they are trying to shift the emphasis within the education sector away from the traditional school system and into agricultural education and educational reform.

Some of the new projects have not been very successful, such as an agriculture mechanics program which was cancelled due to recruiting problems, and the Appropriate Technology Dissemination Program which is phasing out due to lack of support and direction for volunteers on behalf of the sponsoring host country agency.

686A7 Critical Thinking and Community Skills	9/1978	5/1979	5/1980
volunteers on board	36	36	35

This is a fancy name for the Upper Volta TEFL project. Volunteers in this project are teaching at both the secondary and at the university levels. The volunteers in secondary schools are located around the country and the CDO reports that they serve in large part the children of the poor. PC/Upper Volta appears to be very concerned about meeting BHN priorities set out by PC/Washington. They state that the major innovation in PC/Upper Volta is the training of all secondary school TEFL Teachers in vegetable gardening and small animal projects for

participation in the Voltaic education reform taking place in the primary schools.

University TEFL teachers teach grammar, literature, composition, creative writing, American civilization and conversation in classes ranging in size from 6 to 50 students. These volunteers are located in the capital, Ouagadougou.

686B3 Appropriate Technology Dissemination	9/1978	5/1979	5/1980
volunteers on board	00	03	01

The purpose of this project was to set up an information center for rural extension agents on appropriate technologies. Volunteers were to aid in the acquisition and cataloguing of the materials and to train counterparts to assume their jobs. Unfortunately, due to lack of support, this project is being phased-out. No new trainee requests have been made and volunteers in the project have terminated or transferred to other projects.

686C2 Rural Agriculture Schools	9/1978	5/1979	5/1980
volunteers on board	04	09	08

The Upper Voltan Ministry of Rural Development has opened a number of Rural Agricultural Schools across the country. The purpose is to improve the trainings of young Voltaics, both boys and girls, in small animal raising, bee-keeping, vegetable gardening, nutrition and health, and basic farm management skills. Each volunteer works with 6 to 10 schools in a specified area. So far they have introduced modern poultry raising techniques to 40 Agriculture Schools, composed of 25 to 40 students each, and to 25 village cooperatives with 10-25 members each. This is a continuing project that is expected to remain at the same size for several years. Upon graduation (after three years of school) the graduate is encouraged to return to his village in order to introduce agricultural cooperatives, and thus mitigate the problem of urban migration.

ZAIRE

	9/1978	5/1979	5/1980	1980TR	1981TR	1982TR
# of PCVs	224	180	199	172	170	165
# of Education PCVs	143	126	130	110	96	91
% of Education PCVs	63%	70%	65%	64%	56%	55%
# of Formal Education PCVs	143	126	43	26	29	21
# of Nonformal Education PCVs	0	3	1	0	0	0

Education programs include:

Vocational Agriculture
Vocational Training
Math/Science Teaching
TEFL Teaching
Higher Education
Adult Education

COUNTRY OVERVIEW

Zaire has constantly viewed education as a high priority. The Government of Zaire's only cash contributions to Peace Corps are for education volunteers. With great hesitation, PC/Zaire tried to reduce its formal education component as a response to BHN programming. BHN programming did not however have a large effect upon PC/Zaire due to the realities and needs of the country. The CDO also reports that host country contributions, given only for support of education volunteers, are critical to PC/Zaire operations. PC/Zaire recognizes that for some time the largest share of its program will continue in education.

While it acknowledges that it is not dealing with an elitist system, PC/Zaire will work nonetheless to seek activities in education that most directly address pressing and critical needs of the rural poor. The realities of Zaire -- poor infrastructure, funding and support difficulties --make novel and non-traditional programming , at best, difficult. Therefore, if after a reasonable time and effort it becomes apparent that PC/Zaire will not be able to achieve a self sustaining project which will help meet the people's needs beyond the PC input, the project will be phased-out.

660A8 Vocational Agriculture	9/1978	5/1979	5/1980
volunteers on board	13	21	23

This is the highest priority project in the whole vocational training field. Volunteers teach veterinary science, animal science and agriculture/agronomy in vocational training centers around the country. This is secondary level education. It is a continuing program that is expected to grow slightly.

660B1 Vocational Training	9/1978	5/1979	5/1980
volunteers on board	15	03	05

Peace Corps is providing skill-trained volunteers to teach electricity, general mechanics and auto mechanics in technical training schools. This program has been very problematic due to the lack of material support and schools with equipment. Due to the lack of viable postings, PC/Zaire had planned to phase-out this program (per 1981 Country Management Report). The volunteers involved, however, have gone out themselves during vacations to try and locate viable posts. Due to their efforts PC/Zaire has requested 10 new trainees for FY 81. There is great difficulty recruiting and training volunteers for this program due to the high skills level and French ability needed.

660B2 Math/Science Teaching	9/1978	5/1979	5/1980
volunteers on board	30	26	35

There is a critical need for math/science teachers in Zaire. PC/Zaire reports that it could use as many math/science teachers as PC/Washington can recruit (with French ability). PC/Zaire has been trying to shift math/science teachers out of the traditional secondary schools into nursing, agricultural and technical schools where the students have more immediate employment possibilities upon graduation. The CDO reports that this has not happened for the most part. The volunteers are however located in the bush and the Country Desk Officer feels that 95% of the volunteers' students are the rural poor.

660B3 TEFL Teaching	9/1978	5/1979	5/1980
volunteers on board	75	69	60

Due to be slowly phased out as of 1978, the Zaire TEFL program is now expected to grow slightly in the near future. The Zaire school system is very dependent on foreign English teachers and it is reported that the government would be happy with more English teachers than we are supplying now. TEFL volunteers, like the math/science teachers, are located throughout Zaire, and their students are, in the great majority, the rural poor. A conscious effort over the last several years has been made by PC/Zaire to place TEFL volunteers in the smaller and more needy schools.

660B5 Higher Education	9/1978	5/1979	5/1980
volunteers on board	10	07	07

Volunteers in the Higher Education Program teach university students at several campuses around the country in math, physics, biology, and English. PC/Zaire reports that more university teachers could be used, but the program size has been declining due to recruiting difficulties (teachers must have Master's degrees) and to the fact that Peace Corps, in general, has been deemphasizing university level teaching.

660B6 Adult Education	9/1978	5/1979	5/1980
volunteers on board	00	00	00

This program is currently on hold due to the lack of infrastructure for the program to plug into. PC/Zaire will continue to make efforts to get this project off the ground since it is felt to have great potential. The goal of this project is to use a functional approach that will directly provide women, though not exclusively women, literacy skills, and through these skills a better understanding of health, nutrition and agriculture. PC/Zaire hopes to recruit 10 volunteers for this project in FY 81. The feasibility of the project depends on the Government of Zaire.

NANEAP EDUCATION SECTOR: SUMMARY AND COUNTRY OVERVIEWS

OVERVIEW OF NANEAP EDUCATION PROGRAMS

I. Total Volunteers (1510 volunteers)*

The number of volunteers serving in the NANEAP Region decreased by 1/4 between the end of FY '78 and the end of FY '80.**

II. NANEAP Education Sector Overview

A. Total Education Volunteers (518 volunteers)

At the end of FY '80 there were 518 education sector volunteers serving in the NANEAP Region. During the same time period (mentioned above), the number of education volunteers in the region decreased by 1/2. The drop in the number of education volunteers is equal to the the total decrease in volunteers serving in the region.

The decrease in education volunteers is a region-wide phenomenon. Of the 15 countries in the region in which volunteers served in 1978, the number of education volunteers has decreased by 1/4 or more in 12. In four countries -- Korea, Malaysia, Tunisia and Yemen -- the number of education volunteers has dropped by more than 1/2. Oman, Phillipines and Thailand are the only countries in which there has not been a significant drop in education volunteers.

The specific reasons for these decreases are as different as the countries of which the NANEAP Region is comprised. Any intelligent discussion of the countries which make up the NANEAP Region must not ignore the great diversity in cultures as well as levels of development. This is not particularly suprising considering that NANEAP is essentially an administrative potpourri made up of countries not included in the Africa and Latin America Regions.

Despite the great diversity of the countries involved, certain broad generalizations about the region are meaningful. First, there are a number of middle-income countries included in the NANEAP Region. Under BHN programming, Peace Corps started to deemphasize its role in these countries (Korea, Tunisia, Fiji, etc.), despite the fact that volunteer numbers are not being significantly increased in the poorer countries in the region. This has affected the overall numbers of volunteers serving in the NANEAP Region and concurrently the number of volunteers engaged in education. More specifically, BHN programming has caused a shift away from the teaching of academic subjects, particularly TEFL, math/science teaching in secondary schools, and university education programs. This shift has had a significant impact on the overall numbers of education volunteers in many countries in the NANEAP Region. Countries

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*All volunteers numbers refer to volunteers on board as of 9/30/1980 unless otherwise stated.

**Afghanistan and Bahrain, from which Peace Corps withdrew in 1979, are not included in this summary.

in which BHN programming criteria have been cited as a factor in the cutback of education volunteers are Korea, Morocco, Micronesia, Western Samoa, Tonga, Fiji. Of the countries mentioned above, the most clear-cut relationship is in Morocco where the numbers of trainee requests in TEFL have been directly related to BHN programming criteria and the clarification thereof put forth in Dick Celeste's December 1979 Education Memo.

In some countries such as Malaysia, Western Samoa, Tonga and Fiji, a phasing-down of the education sector is also attributable to the overall developmental gains the countries have made and more specifically the increase in the numbers of trained teachers.

The NANEAP Country Desk Officers have identified a number of important issues involving the education sector in the region. One issue is whether or not the teaching of academic subjects, particularly TEFL, is a legitimate development activity (i.e. on grounds of personal and cognitive growth of students, economic growth, employment, etc.)? Desk Officers feel that policy pertaining to both the level and the area (urban, rural) in which the teaching of academic subjects is thought to be legitimate needs to be clarified.

Another issue which has been identified is whether or not Peace Corps Volunteers should be placed as teachers in countries where an absolute shortage of host-country teachers does not exist, but in which there are not enough teachers in some schools because host-country teachers refuse to teach because of salary level or because they don't want to work in certain areas of the country.

Many countries in NANEAP are requesting highly skilled volunteers (degreed and with previous experience), particularly in math/science, vocational, agricultural, and special education. Peace Corps has difficulty recruiting enough of these sorts of volunteers. Peace Corps must decide whether it has the capability to skill train enough volunteers to a high enough skill level to satisfy host country governments.

NANEAP Region staff are also interested in knowing what kinds of secondary/additional projects are being done by education volunteers, whether secondary/additional projects are required during the school vacations, and how successful TEFL crossover programs have been (Thailand, Oman, Nepal)?

III. Formal Education (498 volunteers)

Many Country Directors and Country Desk Officers have said that their countries are making considerable efforts to take volunteers out of urban areas and place them in rural settings. This has been expressed as an effort to assign volunteees to areas where they will serve the poorest of the country. The Country Desk Officers also report that the students of Peace Corps teachers are generally from the peasant or working classes with a smaller quantity from the middle class. Only in one education program in NANEAP (the NIPA Program in Yemen) could Peace Corps teachers be considered to teach an elite segment of the population.

Most countries in the NANEAP Region are shifting away from the teaching of academic subjects and are attempting to become more involved in nonformal, vocational and special education. Even in Morocco and

Thailand, which do not plan to cut back significantly on TEFL volunteers, there is a great deal of interest being expressed in programming in these areas by Peace Corps country staff. In countries such as Micronesia, Solomon Islands and Malaysia, this shift reflects the current development priorities of the host-country governments and the role they see Peace Corps playing within this context. In Morocco, Thailand, Western Samoa and Tonga the teaching of academic subjects remains a high government priority and the shift essentially represents a reorientation of Peace Corps' priorities. Another group of countries, including Malaysia and Fiji, are interested in receiving continued Peace Corps support in the academic subjects as well as perceiving a role for Peace Corps in vocational, nonformal and special education.

IV. Primary Education (11 volunteers)

Currently, the only NANEAP country in which volunteers are involved in the classroom teaching of primary school students is Micronesia. In the past, volunteers in this program served as "replacement" teachers for those Micronesian teachers who were receiving further training in teaching methods. Now, volunteers in this program are increasingly involved in the designing and implementation of health education programs which they teach in outer island elementary schools or rural villages. Fiji also had a primary education program which phased-out prior to 1978 because of tension between volunteers and school principals as to the proper role of volunteers.

Region-wide, there is very little Peace Corps programming activity in primary education. This seems to be because both host-country governments and Peace Corps believe that the host country governments can adequately supply primary level teachers.

V. Secondary Education

A. Math/Science (154 volunteers)

Math/science teaching, along with TEFL teaching, represent the largest education activities within the NANEAP Region. At the present time, math/science and TEFL teaching each account for about 1/3 of NANEAP education volunteers. Currently the largest math/science programs exist in Fiji (49 volunteers), Nepal (38 volunteers), Malaysia (38 volunteers), Western Samoa (31 volunteers) and Tonga (11 volunteers).

During the last two years (9/78-9/80), the number of math/science volunteers in NANEAP has dropped by almost 1/3. This must be seen in the context of the overall education sector in NANEAP which, during the same two years, has decreased by 1/2. The decreases within math/science teaching are attributable to decreases in Malaysia, Tonga and Western Samoa. In Malaysia, the decrease reflects the phase-out of Peace Corps math/science teachers in West Malaysia since there are now enough Malaysians to fill the positions. In Tonga the decrease is due to BHN programming and the corresponding move away from academic subjects. In

Western Samoa the decrease is attributable to BHN programming and the increasing capability of the Western Samoa Government to fill positions in government schools (church-run schools continue to request volunteers).

There are indicators that math/science teaching in secondary schools could be substantially expanded if Peace Corps would supply more teachers. Tonga, Fiji, Western Samoa, Nepal and Micronesia have all expressed an interest in having more math/science teachers. Given current BHN programming priorities, there may be a "hidden" or unexpressed demand as little active programming has gone on in this area during the last two years.

B. TEFL (157 volunteers)

As of September 30, 1980, the number of TEFL volunteers serving in NANEAP is almost exactly the same as the number of math/science teachers and represents approximately 1/3 of the education volunteers regionwide. Currently, the largest programs are in Morocco and Thailand while Oman, Nepal, Western Samoa, Tonga and Malaysia have smaller programs. The TEFL volunteers in Oman and Nepal, as well as a small number in Thailand, are involved in programs that have dual objectives. These programs are designed to combine a BHN activity and a TEFL assignment (seen as non-BHN). In all cases, volunteers are, at the present, spending a majority of their time teaching English, although the goal is to have volunteers spending equal amounts of time on the two projects. These programs reflect Peace Corps' initiative in BHN programming and not that of the host-country governments.

TEFL teaching has undergone a dramatic reduction in NANEAP. In the last two years the number of TEFL teachers in the region has decreased by 63% (260 volunteers)! This cutback in TEFL teaching is equal to more than 1/2 of the total decrease in volunteer strength in NANEAP over the period from 1978-1980. Large decreases in the numbers of TEFL teachers have occurred in Tunisia, Morocco, Malaysia, Korea, Fiji and Tonga. In Tunisia, Korea and Malaysia the decreases are mainly attributable to the increase in numbers of host-country teachers, while in Morocco, Fiji and Tonga they are essentially due to BHN programming.

It is clear that many countries in NANEAP consider English teaching an important part of their development process. Two years ago, on a trip to the U.S., an official from the Moroccan Ministry of Education came to ask Peace Corps not to cut back its support for the TEFL program. The Country Director for Thailand reports that the Thai Government considers TEFL teaching Peace Corps' most important contribution to Thailand's development and reports that a phasing-out of the program would be politically disastrous for the overall Peace Corps program there. He also reports that the Thai Government would like Peace Corps to supply many more TEFL volunteers than it currently does. In Korea, the Country Director reports that TEFL is a very high priority of the Korean Government and if the phase-out decision were changed, PC/Korea would like to reinstitute the program. Peace Corps staff in Nepal, Micronesia, Fiji and Morocco report that the host-country governments would like more TEFL volunteers. Taken as an aggregate, it is clear that Peace Corps could significantly increase the number of TEFL volunteers in the NANEAP Region given a different programming emphasis within the Agency.

C. Other (Arts/Language/Sports)-(1 volunteer)

Currently, there is only one volunteer teaching in these subjects. This volunteer is part of the Western Samoa Education Program. He teaches social studies in a secondary school. In 1978, there were eight volunteers teaching these subjects. The number has decreased along with an overall program reduction. There is no new programming in this area planned as it is being discouraged under BHN programming criteria.

D. Vocational/Technical Education (Vocational Ed./Agricultural Ed. Health Ed. etc.)-(52 volunteers)

At the current time there are 52 volunteers teaching vocational, agricultural, or health education in secondary schools in NANEAP. The largest programs are in Tonga, Philippines, Morocco, Fiji and Micronesia. In Tonga, 17 volunteers are teaching agricultural education, vocational education (home economics, industrial arts, typing, technical drawing) and nutrition to secondary school students and adults in rural areas. In the Philippines, six volunteers are teaching agriculture education. In Morocco, eight volunteers teach carpentry, mechanics, electricity, and welding in secondary schools and social service centers. Seven volunteers in Micronesia teach health and agriculture education in secondary schools.

Vocational education along with special education are the only education areas in which the number of volunteers has not decreased in the last two years. Thus, while the numbers of vocational education volunteers represented only 1/20 of all education volunteers in NANEAP in 1978, the corresponding figure is now 1/10. This reflects the fact that most countries within the region are changing their programming emphasis within the education sector towards vocational education. Nevertheless, some host-country governments are not as interested in vocational education as Peace Corps is. One suspects, therefore, that the field has perceived vocational/technical teaching to be an educational activity which conforms with BHN programming criteria.

Given the emphasis Peace Corps field staff are putting on the development of vocational/technical education, what is surprising is not that the numbers of vocational/technical volunteers has not decreased in the last two years but, quite to the contrary, that it has not sizeably increased. The reality of the situation appears to be that, in general, vocational/technical programs are problematic. First of all, vocational/technical education volunteers are difficult to recruit. For all three types of vocational/technical education volunteers (vocational skills, agriculture education, health education), Peace Corps has difficulty recruiting degreed and/or experienced volunteers. Malaysia, Morocco, Tunisia, Oman, Korea, Philippines and Western Samoa have all reported difficulties in obtaining the sorts of volunteers they have requested.

Vocational/technical volunteers are often times difficult to keep for their full tour of service. Several reasons for this have been expressed by Country Desk Officers. In some cases volunteers, particularly those who are highly-skilled in traditional vocational subjects, feel that the

schools (shops) they are assigned to teach in are not adequately equipped for them to do their jobs (e.g. in Morocco and Tunisia). At the same time some staff members feel that highly-skilled vocational education volunteers, who are often older and less well educated, tend to be less flexible than generalists, and thus have more trouble adjusting to different teaching environments. Other country staff members report problems teaching vocational subjects using local languages (Thailand, Malaysia, Morocco and Tunisia).

Finally, some countries do not give vocational/technical education the high priority that Peace Corps presently does. Western Samoa, Fiji, and Tonga put more emphasis on Peace Corps working in traditional education programs rather than vocational or special education. The Korea Vocational Education Program was unsuccessful due to the lack of interest on the part of the Korean Government. In cases where Peace Corps' interest in a program outstrips that of the host government, it is not surprising that placement efforts and the providing of material support prove difficult.

All of these difficulties, taken together, make vocational/technical programs difficult to program and support. Despite the emphasis being put on vocational/technical education within Peace Corps, it is unlikely that Peace Corps/NANEAP will be able to significantly increase the number of vocational/technical teachers, let alone offset the large decreases in TEFL and math/science volunteers, over a short period of time.

Two newly created vocational/technical programs that seem to be successful are The Philippines-Agricultural Education and The Solomon Islands-New Secondary Schools. These programs have certain similarities. First, Peace Corps has convinced the host-country governments to at least accept skill-trained volunteers on an experimental basis. Secondly, the volunteers are engaged in basic hands-on practical projects rather than advanced theoretical teaching. In the Philippines, volunteers are working in gardens with students while in the Solomon Islands volunteers teach the building of simple furniture and structures, the maintaining of simple tools, and the raising and preparing of food. Likewise, Morocco is shifting the emphasis in its vocational education program away from traditional shop courses in technical schools to the teaching of basic carpentry, mechanics, electricity, and welding to the underprivelaged in social service centers. The idea is not to turn out highly skilled students but instead to give them a basic level of skill so that they can then apply for apprenticeship positions. Twenty-nine volunteers were just sworn in (October 1980) and there is an additional trainee request for 60 volunteers in the spring of 1981. In any case, these are the sorts of programs that Peace Corps is able to recruit for and where volunteers feel they can be most successful. Nevertheless, many governments are very hesitant in accepting skill trained volunteers and even those that have are monitoring the success of Peace Corps training in this area. Strong recruitment efforts and excellent training in vocational, agricultural and health education seem vital to the future growth of Peace Corps' involvement in this educational area.

VI. University Education (36 volunteers)

As of September 30, 1980 there were 36 volunteers involved in classroom teaching at the university level (teacher training not included). The largest university education programs are in Thailand, Fiji, and Malaysia where there are 15, 10, and 6 volunteers respectively. In Thailand, 12 volunteers teach TEFL while the other 3 volunteers teach engineering, library science and physics. In Fiji, 10 volunteers are teaching a variety of subjects at the University of the South Pacific.

Currently, there are less than 1/2 the number of volunteers involved in university teaching in NANEAP than there were two years ago. There are several reasons for this reduction. In Nepal, where 18 volunteers taught math/science and technical subjects in universities in 1978, the phase-out was due to political turmoil and low volunteer job satisfaction which was apparently due to large variance in students' backgrounds, education and abilities. In Malaysia, the decrease is mainly due to the phasing-out of the university education program in West Malaysia where there are now enough qualified university professors. Peace Corps country staff in Thailand reports that they have cut back on university TEFL placements in Bangkok (in line with BHN) as well as phased-out of the Non-TEFL University Program because of its high skill profile, BHN programming, and the difficulties inherent in volunteers using Thai as the language of instruction. Decreases in the Philippines are due to the drop in volunteer strength in the Fisheries Education Program and the phasing-out of the Forestry Education Program. Both programs have experienced recruiting difficulties and questions were raised about the validity of teaching forestry education at the university level in light of BHN programming criteria.

From the Peace Corps end of the equation, there seem to be two general reasons for the reduction of existing programs and the absence of new programming initiatives in university education. First, recruitment for university education programs is often difficult. Most countries require an M.A. degree in the subject to be taught. Providing well-qualified volunteers is also complicated by the difficulty of teaching in a foreign language.

It seems clear that BHN programming criteria has also been a contributory factor. University education is particularly suspect for those who follow a narrow interpretation of BHN programming guidelines. This is because universities are generally situated in urban or semiurban areas and are thought to serve an elite. The first of these propositions is usually true although one finds that the more developed a country is the more the university system reaches out into the rural, disadvantaged areas. This is true in Thailand where colleges are located throughout the country, in Malaysia where volunteers teach in Sabah, an underdeveloped part of the country, and in The Philippines where the volunteers teach forestry and fisheries education at rural technical colleges. One must also be careful generalizing about the socioeconomic levels of the university education students taught. A majority of the volunteers responding in Nepal (N=13) and Thailand (N=12) on the 1979 Volunteer Activity Survey felt that their most time-consuming activity was most directly benefiting

the upper 40% of the population of their respective countries. However, in the Philippines (N=13) and Malaysia (N=11) a majority of the volunteers responding felt that their activities were most directly benefiting the lower 60% of the population or all of segments of the population equally. Moreover, in none of the countries mentioned does an elite even approach 40% of the population. Therefore, it is wrong to categorically say that the college/university education programs in NANEAP serve an elite. Nevertheless, it appears clear that field staff have interpreted BHN programming as a directive to cut-back the size and scope of these programs.

VII. Special Education (42 volunteers)

Volunteers are working in Special Education in Korea, Morocco, Philippines, Micronesia, Malaysia, Western Samoa and Thailand. The Special Education Program in Korea is the largest in the region with 17 volunteers. This program represents the last PC/Korea involvement in the education sector before the planned country phase-out in 1982. In this program volunteers work as speech therapists, occupational therapists, teachers of the blind, teachers for the emotionally disturbed and teachers for the handicapped. All levels (primary through university) are addressed. Nine volunteers in Morocco work with handicapped children, primarily those effected by polio and blindness, by providing them with basic education and skills (e.g. shoe-making) as well as assisting in the administration of the centers.

Special education, along with vocational education, are the only activities in NANEAP that have not significantly decreased in volunteer strength since 1978. As with vocational education, this is attributable to a region-wide reorienting of education priorities based on BHN programming criteria. What is again surprising is that volunteer strength in special education has increased by only three volunteers over a two-year period.

Many of the same types of problems exist in these two education areas. Special education programs usually call for highly skilled therapists or volunteers who are degreed in special education and have experience. Countries with existing programs that request these sorts of volunteers include Malaysia, Micronesia, Thailand and The Philippines. Because of the high skills required and the difficulty Peace Corps has recruiting large numbers of these people, these programs are unlikely to expand significantly as presently conceived.

Another characteristic of special education programs is that they tend to exist and be supported in the more developed countries. Often, the lesser developed countries feel that they must first meet the educational needs of the majority of their people before they can turn their attention to those with special needs. In countries such as Western Samoa, Tonga, Fiji, Nepal, Yemen and Oman, special education is relatively low on the list of educational priorities. In light of this, Peace Corps special education programs in these countries will likely need a disproportionate amount of support by Peace Corps country staff. The problem has been cited by both Thailand and The Philippines. Despite the difficulties, several countries in NANEAP are planning to significantly

increase their special education programs. PC/Tunisia has recently placed an extending volunteer in a center for the handicapped and expects to recruit and train 14 more in the second quarter of FY '81. The Philippines is reorienting its Deaf Education Program, moving volunteers out of an urban school designed specifically for the deaf and into rural educational institutions where volunteers will be responsible for identifying and helping to solve the problems of the deaf. PC/Philippines has just skill-trained 12 volunteers in teacher and interpretor training, sign language and community development techniques. PC/Philippines will carefully monitor the success of these skill trained volunteers over the next two years and hopes to be able to expand the program in this form. Morocco and Micronesia are planning to skill train volunteers in special education.

Various countries in the NANEAP Region are trying to shift the emphasis in their special education programs away from the recruiting of a relatively small number of experts who are placed in pre-existing institutions (which are usually urban), to the skill trained generalist who will fulfill a community development role, helping to identify needs, working to raise the consciousness of the public, and locating and channeling resources in order to help those with special needs. This reorientation could represent a major new programming thrust in the NANEAP education sector. However, while large programs (15-30 volunteers) are in the planning and implementation stages, the long-term viability of this type of program can not yet be determined. Effective skill-training and support by Peace Corps field staff will be essential, as host-country infrastructure for these non-traditional programs will be lacking. Countries attempting to initiate similar special education programs would be wise to take a close look at the Philippines Deaf Education Program, which is the most actualized program of this sort at the present time.

VIII. Curriculum Development (1 volunteer)

Currently, there is one volunteer involved in the development of secondary school science curricula in Western Samoa. In 1978, there were six volunteers involved in curriculum development in NANEAP, three in Western Samoa and three in Malaysia, working on curriculum development for vocational education. It is unclear why volunteers are no longer working in curriculum development in Malaysia. The Country Desk Officer for the South Pacific reports that PC/Western Samoa would like to continue work in curriculum development but has not received many government requests in this area.

The lack of Peace Corps involvement in this area is puzzling, especially in light of the impact on the educational system a very small number of volunteers can have. It appears that the region in general is confused about the status of curriculum development and teacher training programs under BHN programming. While one Country Desk Officer felt that BHN programming was not a reason for the inactivity in this area, PC/Micronesia states that the Micronesian Government is interested in volunteers working on curriculum development but that they feel constrained from requesting

volunteers due to BHN programming. The high skill level needed by volunteers to work in curriculum development has also been cited as a reason for inactivity in this area.

IX. Teacher Training (31 volunteers)

Thailand, Tonga and Western Samoa have significant teacher training programs at the present time. By far the largest program is in Thailand where 17 volunteers are teaching primary school teachers in TEFL (13 volunteers) and agriculture education (4 volunteers). These teacher training colleges are located around the country in medium sized towns.

Two years ago there were four times as many teacher trainers in NANEAP as there are now. For the most part this is attributable to the phasing-out of the Korea TEFL Teacher Training Program which accounted for 79 of 119 teacher trainers in 1978. The phasing-out of this program is part of an overall country phase-out in Korea. Teacher trainers in Thailand have decreased by almost 1/2 in the same two years. Jon Darrah, the Thailand Country Director, states that BHN programming dictates a reduction in non-rural teacher training placements.

As with curriculum development, the field seems confused about the status of teacher training activities under BHN programming. One of the issues identified by NANEAP regional staff at the beginning of our study was how much emphasis is and should be given to teacher training. A related question was how programmers decide on programs or sites to be sure there is a skills transfer.

X. Adult Education (5 volunteers)

This category encompasses programs that address the teaching of adults in formal settings. Adult education that is nonformal in nature is included in the Nonformal Education category. At present, five volunteers teach adults in Oman, Nepal and Yemen. In Oman, two volunteers teach primary health care workers. In Nepal, volunteers supervise training programs for health personnel. In Yemen, one volunteer is teaching TEFL at the National Institute of Public Administration. In 1978, there were 32 volunteers involved in adult education in the NANEAP Region.

The reasons for the decrease of volunteer involvement in adult education are very diverse. The program in Nepal, in which there were 14 volunteers in 1978, is phasing-out due to a ministry decision made at a time of political turmoil. PC/Oman wants to continue its program but has experienced problems with early terminations and recruitment. The decrease in Yemen is due to poor administration of the school and a low morale level among the volunteers who felt they had little local support.

Adult formal education programs are not likely to grow. As most of these programs address the training of government workers already on salary, this type of program does not meet BHN programming criteria. Furthermore, volunteer morale in these programs does not seem high, in part due to the fact that the volunteers are aware that Washington sees their work as low priority.

XI. Nonformal Education (25 volunteers)

As was stated in the Africa Education Sector Summary, nonformal education is a very nebulous category. For a clear statement of the indicators used to categorize nonformal education programs, refer to that summary. What should be kept in mind is that numbers associated with the size of nonformal education programs should only be regarded as indicators of a programming trend within what various Peace Corps country staffs consider their education sectors. Many programs that are almost identical to the ones mentioned are not considered by Peace Corps country staffs to be education programs.

At present, nonformal education programs exist in the Solomon Islands, Micronesia and Thailand. In the Solomon Islands, volunteers in the Education (New Secondary Schools) Program teach the building of simple furniture and structures, the maintaining of simple tools and the raising and preparing of food used for student consumption. Each school has a board of managers which is responsible for the administration of the school, including decisions about the focus and curriculum of the school. The vast majority of time is spent on practical projects rather than classroom teaching.

Over the last two years nonformal education in NANEAP has increased by six volunteers as the Thailand and Micronesia programs have increased in size. Other countries such as Fiji and the Solomon Islands are interested in enlarging already existing nonformal education programs. Nevertheless, nonformal education programs (as categorized here) are not likely to grow at a fast pace. There are several reasons why. First, a number of countries have had recruitment problems with their nonformal programs (Fiji and Thailand). Secondly, many host countries consider it a low educational priority (Tonga and Western Somoa in particular). Finally, a number of other countries are teaching health, vocational and special education using nonformal methods (community development oriented). Nominally, these are not nonformal education programs but, in reality, they closely approximate others that have been categorized as nonformal education.

SUMMARY

During the last two years volunteers strength in the NANEAP Region has decreased by 1/4 (506 volunteers) while the education sector within NANEAP has decreased by 1/2 (512 voluntees). There are three major reasons for these decreases. First, the phased withdrawal from Korea has effected both these figures, particularly the number of education volunteers serving in the region. Secondly, a number of countries have reached a level of educational development where they now need fewer Peace Corps teachers than before. This is particularly true for Tunisia and Malaysia. Thirdly, and probably most important region-wide, is BHN programming criteria. BHN has caused a region-wide shift away from academic subjects in the formal school systems to an emphasis on programming in vocational and special education. Nevertheless, while the decreases in TEFL, math/science and teacher training amount to about 400

volunteers, the increases in vocational and special education taken together amount to less than ten volunteers. While there is some potential for moderate growth in vocational and special education, failure to articulate an education policy which encourages programming efforts in a wide spectrum of educational activities will likely result in a further decrease in the numbers of education volunteers serving in the NANEAP Region.

SUMMARY OF NANEAP EDUCATION PROGRAMS

	9/1978 Total*	1978%	9/1979 Total	1979%	9/1980 Total	1980%	% change 1978-1980
Total	2030	100%	1792	100%	1510	100%	-26%
Total Education (TE)**	1037	51%	773	43%	519	34%	-50%
Nonformal Education	15	03% TE	22	02%TE	21	01%TE	+40%
Formal Education (FE)	1022	97%TE	751	97%TE	498	96%TE	-51%
Primary Ed.	51	05% FE	53	07%FE	11	02%FE	-79%
Secondary Ed. (SE)	695	68%FE	486	65%FE	376	75%FE	-46%
Math/Science	220	22%FE 32%SE	155	21%FE 32%SE	154	30%FE 40%SE	-30%
English/TEFL	417	42%FE 61%SE	261	35%FE 54%SE	157	31%FE 41%SE	-63%
Arts/Language	09	01%FE 01%SE	04	01%FE 01%SE	01	01%FE 01%SE	-89%
Vocational/Tech.	49	05%FE 07%SE	66	09%FE 14%SE	52	10%FE 13%SE	+06%
University Ed.	75	07%FE	56	07%FE	36	07%FE	-48%
Special Ed.	39	04%FE	42	06%FE	42	08%FE	+07%
Curriculum Dev.	06	01%FE	02	01%FE	01	01%FE	-34%
Teacher Training	119	12%FE	86	11%FE	31	06%FE	-74%
Vocational/Tech. (not secondary Ed.)	05	01%FE	09	01%FE	08	01%FE	+60%
Adult Education	32	03%FE	17	02%FE	05	01%FE	-85%

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* Afghanistan and Bahrain volunteers not included

** TE=Total education volunteers
FE=Formal education volunteers
SE=Secondary education volunteers

EDUCATION PROGRAMS BY COUNTRY

FIJI

	9/1978 *	9/1979 *	9/1980 *	1980TR **	1981TR **	1982TR **
# of PCVs	148	167	161	110	83	87
# of Education PCVs	78	69	32	28	25	30
% of Education PCVs	52%	41%	32%	25%	30%	34%
# of Formal Education PCVs	78	69	52	28	25	30
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Formal Education

COUNTRY OVERVIEW

PC/Fiji is phasing-down its entire program. TEFL teachers have been phased-out and formal education will be phased-out eventually. The Ministry of Education has instituted a 7th form in several schools throughout Fiji. They have requested math/science teachers for these students. These requests might delay the phase-out of secondary education . There are continued host government requests for secondary school teachers, but despite the success of the Formal Education Program it is Peace Corps' judgement that the time has come to phase-out.

The main issue in Fiji is whether to continue any formal education programs. One opinion is that there are sufficient host country teachers available. Another is that since some schools cannot get teachers then there is a continuing need for PCVs. The field is looking to PC/Washington for some direction on this issue.

Recently, the Occupational Training Program was phased-out due to pressure from the host country. It appears that the host government prefers traditional education programs over special and vocational education programs. The overall PC phase-down was not due to BHN pressure. The field found Celeste's 1979 Education Memo confusing and would like further clarification.

Other problems arise in programming because often the host government requests very high skills/experience which recruitment cannot meet. Also

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* 9/1978, 9/1979, and 9/1980 figures represent volunteers on board (no trainees)

** TR=Trainee Requests

the British school system (institutionalized in Fiji) causes problems in adjustment for PCVs.

411A5 Formal Education	9/1978	9/1979	9/1980
volunteers on board	75	68	52

The PCVs in this program include all levels, primary through university, in subjects such as math/science, biology, chemistry, physics, bookeeping, physical science, industrial arts, and media production.

The objective of this program is to supply teachers in rural areas where Fijians won't go to teach. The students come from the lower and middle socioeconommic classes. The majority of the sites are rural.

The program is getting smaller because the Country Director feels there are other areas where Peace Corps needs to program, e.g., crop development, health. The host government continues to ask for more math/science PCVs. It was PC/Fiji's decision to move into community development and vocational education, where the host government has minimal interest.

KOREA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	199	164	137	60	00	00
# of Education PCVs	188	122	17	22	00	00
% of Education PCVs	94%	74%	12%	37%	00%	00%
# of Formal Education PCVs	188	122	17	22	00	00
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

TEFL Teacher Training
Special Education/Rehabilitation

COUNTRY OVERVIEW

Peace Corps/Korea is now phasing out completely because of rapid development and increased needs in other countries. Peace Corps is gradually decreasing the number of volunteers and will complete its work by July 1982.

The educational programming success has been the TEFL program. Vocational Education was a failure due to lack of interest by the host government and placement problems. There are no nonformal education programs.

Since PC/Korea is in the process of phasing-out at this time, the issues facing education programming are ones involved with an orderly close-down of operations.

489A4 TEFL Teacher Training	9/1978	9/1979	9/1980
volunteers on board	159	102	00

In the TEFL program the PCVs team taught with host teachers for their first year, usually in a middle-school. The second year the PCVs taught methods and materials to teachers either in secondary schools, universities, or teacher workshops. The objectives of the program were to train teachers and to perfect a methodology to teach TEFL.

Over 60% of the sites are outside of major cities. The host teachers are middle class; the students are a mixture of lower and middle class. This program addressed secondary school and university levels.

This program has been phased-out because of Peace Corps departure due to the economic development of Korea. There are Korean teachers to

fill these jobs.

489A3 Special Education/Rehabilitation	9/1978	9/1979	9/1980
volunteers on board	14	15	17

The job breakdown in this program includes: speech therapists, occupational therapists, teachers of the blind, teachers for the emotionally disturbed, teachers for the handicapped.

The objectives of the program are to provide instruction for the students and to improve the methods and curricula for working with handicapped students.

The sites are approximately 50% rural. The teachers are middle class, and the students are lower class. The program addresses primary, secondary, and university levels.

This program could have expanded, but due to the phase-out it will be closed in 1982. The Korean Government was interested in expanding this program.

MALAYSIA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	232	139	108	109	72	93
# of Education PCVs	119	61	57	26	29	28
% of Education PCVs	51%	43%	53%	23%	40%	30%
# of Formal Education PCVs	119	61	57	26	29	28
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Sabah Education
Secondary Education
Malaysia/Special Education
Vocational Education/Curriculum Development
Tertiary Education (Sabah)
Deaf Education

COUNTRY OVERVIEW

Peace Corps/Malaysia is divided into two administrative units, the headquarters in West Malaysia (Peninsula) and a post in Sabah (staffed by an APCD) which is located 800 miles away across the South China Sea. Peace Corps/Malaysia's education sector is in a state of decline. In the past, the largest education program was Secondary Education. In 1978 it represented 30% of the overall Peace Corps program in Malaysia. These volunteers taught math/science and English in West Malaysia. Now, due to the excess of Malaysian secondary school teachers, the Government of Malaysia has no further requests for volunteers to teach these subjects in West Malaysia.

Although there are enough Malaysian teachers to fill both secondary and university (tertiary) positions throughout Malaysia, most West Malaysian teachers strongly prefer not going to teach in Sabah. Therefore, Peace Corps expects to supply math/science teachers to both secondary schools and the university (Kebangsaan) in Sabah.

In West Malaysia, Peace Corps is shifting its emphasis from the academic subjects to vocational and special education. Peace Corps involvement in vocational education is not new as volunteers have been working in vocational/technical programs over a 10 year period. However, with the previous emphasis to withdraw from non-BHN programs and the government's request for highly skilled and experienced volunteers, PC/Malaysia reduced volunteer strength in vocational education from 25 volunteers in 1976 to 9 volunteers at the present time. The Ministry of Education has asked

Peace Corps to assist in staffing 30 new vocational/technical schools, some of which are expected to open in 1982. This is in addition to requests for volunteers to serve in other vocational/technical institutes. PC/Malaysia's success within the vocational/technical area will depend on Peace Corps' ability to recruit and keep highly skilled volunteers. The Government of Malaysia has been very negative about accepting skill trained volunteers. In the past, PC/Malaysia has had a great deal of difficulty in both filling these sorts of programs as well as keeping high skill volunteers in the field for their full two years of service.

Other issues involving the education sector in Malaysia include whether or not Peace Corps should provide volunteer teachers to those areas of the country where Malaysians refuse to teach despite the adequate numbers of Malaysian teachers overall? Also, government hiring and student advancement policies are tied to restrictive racial quotas. This results in some Chinese and Indians being excluded from positions while the government trains Malays to fill these positions. It also results in Malay children being favored for school acceptance. Should Peace Corps Volunteers fill positions in light of these circumstances?

483B4 Sabah Education	9/1978	9/1979	9/1980
volunteers on board	20	09	08

In the past there were some volunteers teaching English in this program, but due to volunteer frustration, the government's ability to hire expatriate teachers of English, and the fact that English is not compulsory for all levels, PC/Malaysia has decided not to continue placing TESL/TEFL teachers.

Volunteers in the Sabah Education Program teach math, biology, chemistry and physics to secondary school students. These volunteers are located in small villages (some may be in villages where there are no roads) and teach the children of fisherman and farmers. Although there are enough math/science teachers in Malaysia taken as a whole, there are not enough in Sabah, and the Government of Malaysia has asked for more math/science teachers than Peace Corps is currently supplying. Depending on the supply of math/science volunteers, the Sabah Education Program is expected to grow. The Country Desk Officer states that the reasons for the decline of program size are that there are no longer TESL teachers in this program and recruiting math/science teachers is difficult (Malaysia doesn't accept skill trained volunteers).

483B5 Secondary Education	9/1978	9/1979	9/1980
volunteers on board	68	32	31

The volunteers in this program also teach math/science, predominantly in West Malaysia. Most of the volunteers who teach in West Malaysia are in fairly big towns and the Country Desk Officer says that the students

are generally from the developing middle-class: the children of government workers. Many of the volunteers in this program have felt badly because there are enough Indian and Chinese Malaysians to teach these subjects who are apparently being denied the positions due to their ethnic background. For this reason, and because it was felt that Malaysian teachers can generally teach better using Malay, PC/Malaysia has decided to phase-out math/science teaching in West Malaysia. The program shoud be phased-out by 1982 when the current volunteers finish their service.

683B9 Malaysia/Special Education	9/1978	9/1979	9/1980
volunteers on board	01	00	02

Two volunteers are currently working for the Ministry of Social Welfare in the Special Education Program. One is an occupational therapist at a vocational school for the retarded while the other is a special education teacher. There are currently three volunteers in training to become teachers of the mentally retarded. They will be stationed in Johor Baru, Temerlon and Seremban. The children served by this program are most likely from the middle-class since most villagers would not bring their children to this sort of school because of the stigma associated with the handicapped in Malaysia. The program is expected to continue because PC/Malaysia has an excellent working relationship with the ministry, but this depends on the ability of PC/Washington to recruit certified therapists (speech, occupational, and physical).

483C0 Vocational Education/Curriculum Development	9/1978	9/1979	9/1980
volunteers on board	05	09	09

Vocational education is the area of greatest potential growth within the education sector in Malaysia. Currently there are volunteers serving at polytechnic schools and at an agro-industrial training center. These volunteers teach physics and civil engineering. They live and work in the bigger cities on the west coast of West Malaysia. Their students, represent the range of Malay, Indian and Chinese, many from rural as well as from middle class families. These schools are equivalent to junior college level. It is quite apparent that the Government of Malaysia could use more vocational teachers. Ten volunteers have been requested to teach at the polytechnics in July 1981. The agro-industrial school is also requesting a teacher in FY '81.

The Ministry of Education is asking Peace Corps to help staff new vocational schools starting in 1982. Again, the growth of vocational education is dependent on increased recruiting of highly skilled volunteers and the ability of these volunteers to teach their subjects effectively in Malay. These have been problems in the past. Sabah, for the first time has requested Peace Corps and VITA to work in work in vocational schools beginning in the summer of 1981.

483C3 Tertiary Education (Sabah)	9/1978	9/1979	9/1980
volunteers on board	22	11	06

The volunteers in this project serve as science lecturers in botany, geology and physics at the University of Kebangsaan in Sabah. The university is located in the largest city in Sabah. The Country Desk reports that the students attending the university are probably from the middle and upper classes along with a few of the brightest poor students. Again the need for Peace Corps Volunteers in this program is based on the inability of the university to attract Malaysian lecturers from the mainland. This is a continuing program expected to remain at the same size depending on the ability of Peace Corps to recruit volunteers with Master Degrees in the physical sciences. The Desk Officer notes that these positions could probably be filled by hiring expatriates.

483C4 Deaf Education	9/1978	9/1979	9/1980
volunteers on board	03	00	01

Volunteers in this program have assisted in development of Malaysian sign language, designed a pre-school for deaf children and trained Malaysian teachers to run the school, and acted as motivators for deaf children and their parents. There have however been difficulties in the training and support of the volunteers. There also have been philosophical arguments between volunteers and local staff about the proper system to adopt in the training of the children. Therefore no further requests for volunteers have been made.

MICRONESIA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	200	157	94	105	67	108
# of Education PCVs	56	81	30	47	30	40
% of Education PCVs	28%	52%	32%	45%	45%	37%
# of Formal Education PCVs	56	75	24	47	30	40
# of Nonformal Education PCVs	00	06	06	00	00	00

Education programs include:

Yap Education
Marshalls Education Training
Ponape Education
Palau Education
Marshalls Education
Health Education
Special Education

COUNTRY OVERVIEW

At the present time it is very difficult to reconstruct exact statistics and descriptions for education programs in Micronesia due to the confusion caused by a new programming system. In the past programs were categorized by location so that each district had its own programs. Now, in an effort to simplify and make the programming system more comprehensible, PC/Micronesia has shifted its programming system so that programs are based on subject area and not by district. In 1981 this transition should be complete and there will be only three education programs: Health Education, Special Education, and Vocational Education. At the present time however, the system is still in a state of flux and therefore very confusing. Descriptions and statistics should therefore be taken as the best reconstruction of the Micronesia education sector that can be done at the present time in Washington.

Despite these difficulties, a number of trends in programming within the education sector in Micronesia are clear. A few years ago the Congress of Micronesia passed a law requiring that all teachers have a certain level of education. Since most of the teachers in Micronesia did not have this level of educational training, most were obliged to return to school to upgrade their skills. This left a large number of vacancies throughout the primary and secondary school systems. Peace Corps provided "replacement teachers" to teach English, math/science and physical education at these schools. However, with a recent shift in the priorities

of the Micronesian Government towards education in practical skills and the concurrent shift in Peace Corps programming priorities to BHN, PC/Micronesia is phasing out of teaching academic subjects and expects to program volunteers only in health, special, and vocational education in the future.

The only major issue concerning the education sector in Micronesia that has been identified pertains to the use of skill trained volunteers. As is the case in many countries, the Government of Micronesia has requested highly skilled volunteers such as medical technologists, construction engineers, people with BA/BS degrees in special education and so forth. Given the realities of Peace Corps, the Government of Micronesia is reluctantly accepting skill trained volunteers. The viability of the programs within the education sector depends on Peace Corps' ability to skill train volunteers to a level acceptable to the Government of Micronesia.

401C6 Yap Education	9/1978	9/1979	9/1980
volunteers on board	21	20	05

At the present time there are 2 health educators, 2 replacement teachers and 1 trades teacher in this program. The replacement teachers are teaching in primary schools in rural areas while the health and trades teachers appear to be teaching in secondary schools which are located in bigger towns (although still in rural areas). Due to the fact that there are enough Micronesian primary school teachers and the current emphasis on BHN, the program has decreased significantly in size as PC/Micronesia cuts back on the number of replacement teachers it provides.

401C7 Marshalls Education Training	9/1978	9/1979	9/1980
volunteers on board	02	10	01

The volunteers in this program have been co-teachers in primary school and are fulfilling a teacher training function. All the sites in the Marshall Islands are extremely rural, the only contact with the outside world being by radio and the occassional field-trip boat. The students at these schools are from the poorest and most traditional segment of the population of Micronesia. This program, as others of a similar nature, is being phased-out as PC/Micronesia shifts its emphasis away from the traditional academic subjects.

401C8 Ponape Education	9/1978	9/1979	9/1980
volunteers on board	25	18	03

As in the Yap Education Program, volunteers in this program were, in the past, predominantly replacement teachers in primary schools. Presently, of the three volunteers in Ponape Education, one is a headstart instructor

at the pre-primary level, one is an agriculture teacher at a secondary school and one is a special education teacher. All these volunteers are located in district centers which are considered urban. The Country Desk Officer believes that the headstart teacher and the special education teacher are engaged in teacher training and curriculum development.

410F8 Palau Education	9/1978	9/1979	9/1980
volunteers on board	00	01	01

The person in this program is a nutritionist who is giving demonstation lessons and working on curriculum development. She is located in an urban (for Micronesia) area.

401G6 Marshalls Education	9/1978	9/1979	9/1980
volunteers on board	00	08	08

Six of the volunteers in this program are health and nutrition educators who are working in rural villages on the outer islands. They spend the majority of their time teaching adults. It is not clear whether this teaching takes place in a classroom or at the homes of the students. The other two volunteers are a lawyer working at an agriculture office and an agriculture instructor who probably works in a secondary school in an urban center.

401G9 Health Education	9/1978	9/1979	9/1980
volunteers on board	00	18	08

Volunteers in this program are assigned to a rural village or an outer island elementary school to design, develop, and implement a health education program. Some volunteers also conduct health education classes for villagers in first aid and sanitation. These volunteers are in quite isolated areas where the people are engaged in the traditional economy. This program represents the new direction PC/Micronesia is taking in terms of programming in the education sector. The Health Education Program is expected to grow rapidly in the next year as PC/Micronesia has been lobbying extensively with the appropriate ministries to receive a large number of sites for volunteers in this program.

401H7 Special Education	9/1978	9/1979	9/1980
volunteers on board	00	06	04

Special education, along with health and vocational education, represent the new programming direction for PC/Micronesia. These volunteers are

working as teacher trainers and in developing curricula for teaching the handicapped. The objective of the program is to aid the handicapped to become self-sufficient and at the same time try to educate other Micronesians so as to instill positive attitudes in the population at large. These volunteers all live in district centers, the most "urban" areas of Micronesia. At the present time all volunteers in the Special Education Program must have a degree in special education plus experience, but PC/Micronesia is going to try to expand the program by skill training volunteers in marketing, handicraft production, bookkeeping and general management.

MOROCCO

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	171	121	105	131	118	108
# of Education PCVs	147	105	99	129	95	85
% of Education PCVs	86%	87%	94%	98%	81%	79%
# of Formal Education PCVs	147	105	99	81	55	60
# of Nonformal Education PCVs	00	00	00	48	40	25

Education programs include:

Special Education
TEFL
TEFL Teacher Training
Vocational Education

COUNTRY OVERVIEW

Education is by far the largest sector in Peace Corps/Morocco. In the past, Peace Corps education programs in Morocco were limited to TEFL programs in the secondary and teacher training schools. English has always been a high priority for the Government of Morocco (GOM) because it is viewed as the language of technology. Two years ago, on a trip to the United States, the Moroccan Director of Secondary Education came to ask Peace Corps not to cut back its support for the TEFL program. The Country Desk Officer reports that the Ministry of Education has long been Peace Corps' strongest supporter in Morocco due to satisfaction with Peace Corps teachers, primarily TEFL teachers. She also stated that the trainee input for TEFL teachers dropped dramatically in 1978 and 1979 due to BHN programming policy. Now, with new policy direction from Washington, trainee input more than doubled in 1980 over the previous year's level.

BHN has acted as a catalyst for more diversified programming within the education sector in Morocco. Peace Corps/Morocco has decided to enlarge and reorient its vocational education program by taking volunteers out of Lycees and placing them in social service centers to teach street kids and delinquents. Peace Corps/Morocco is also expanding its Special Education program. This has grown from 3 volunteers in 1978 to 10 now, and PC/Morocco has requested 10 trainees for this program for FY '81 (although the Placement Office has projected 0 due to the high skill level). Morocco will try to use skill trained volunteers to work towards the creation of a national association for the handicapped. Although the Vocational Education and Special Education programs are expected to grow in FY 1981 and 1982, this will not occur at the expense of the TEFL

program which remains a high priority for the Government of Morocco.

Peace Corps Morocco staff have identified the following issues as important to programming in the education sector:

1. Should Peace Corps cut back the number of TEFL teachers even though Morocco considers it a high priority and the cutback may jeopardize the overall status of Peace Corps in the country?
2. Is education, more than BHN programs, a vehicle for more profound change within Morocco?
3. Should we serve in schools in which host country nationals refuse to serve?
4. Should programming guidelines from Washington be just that, guidelines, or hard and fast rules that must be followed irregardless of the conditions in-country?
5. Can Peace Corps train volunteers to a skill level that will satisfy host countries, particularly in the areas of vocational and special education?

378A2 Special Education	9/1978	9/1979	9/1980
volunteers on board	06	08	09

The objective of the Special Education program is to support the existing centers for handicapped children, principally those affected by polio and blindness, by providing them with basic education and skills as well as assisting in the administration of the centers. At the present time volunteers are doing some or all of the following: teaching children how to dress and eat (physical therapy), teaching shoe-making, and coordinating fund-raising. Volunteers usually work in urban areas where the handicap centers are located. The children served in these centers are usually from very poor families, many having been found on the street. The Country Desk Officer reports that at the present time there are not alot of viable sites for volunteers in Special Education as the GOM has only recently started to take an interest in the needs of the handicapped. At present, most of the volunteers are highly skilled with a background in physical education and therapy. PC/Morocco expects to increase the size of the program in FY '81 and '82 by recruiting generalist volunteers who they will skill train. PC/Morocco proposes that these volunteers, instead of being assigned to specific institutions to work directly with the handicapped, work to bring about an association of concerned individuals, groups and organizations which will then work to secure better services for the handicapped. This association would then determine which centers have the greater need and assign volunteers accordingly.

378BO TEFL/Secondary Training	9/1978	9/1979	9/1980
volunteers on board	125	80	78

For many years TEFL was the only education program in Morocco. As was stated in the introduction, the TEFL program was being drastically reduced due to BHN programming but trainee requests are now increasing again,

reflecting a perceived change in programming priorities coming out of Washington. TEFL volunteers generally teach in Lycees located in small to middle size towns throughout the country. The Country Desk Officer states that the majority of the volunteers' students in the TEFL program are boys whose parents are farmers and sometimes small shopkeepers, most of whom have had little, if any, education. The CDO also states that in-country staff have made a great effort to place volunteers in posts which are outside of the urban areas and where the volunteer will have an adequate work load. While the number of TEFL teachers could be increased, the CDO feels that this would result in placements which are not conducive to a positive volunteer experience. TEFL volunteers in Morocco are expected to have secondary projects throughout the year and during the long school vacation. The demand for TEFL teachers by the GOM is constant and the program is expected to continue at its present level barring any unforeseen directives from Washington.

378A9 TEFL Teacher	9/1978	9/1979	9/1980
volunteers on board	06	02	04

The volunteers in the TEFL Teacher program work at the teacher training college in Rabat, the capital of Morocco. They train secondary school teachers. In 1978, Morocco expected to convert the entire TEFL program into teacher training. This has not happened, apparently because there doesn't seem to be enough demand and because volunteers are not happy in the urban areas; there are too many expatriates and the cost of living is too high. This program is expected to continue at the same size during the next several years.

378A6 Vocational Education	9/1978	9/1979	9/1980
volunteers on board	01	15	08

The Vocational Education program represents one of the major areas of new programming for PC/Morocco. The program, which started in 1978, originally provided volunteers to teach vocational courses in the formal secondary schools (Lycees). The program, as originally envisioned, was not a success because the volunteers, who were high skilled, were unsatisfied with the materials at the schools and the overall program support. This resulted in a high early termination rate.

Presently, there are 7 volunteers teaching in the secondary school phase of the program. PC/Morocco, in conjunction with the GOM, has reoriented the program so that volunteers will now predominantly teach in social service centers. The objective is to provide underprivileged children, usually with little or no formal education, with a basic level of skill in carpentry, mechanics, electricity and welding , so that they can apply for apprenticeship positions. Since the level of instruction will be lower, Peace Corps will be able to skill train generalists for this progam. Although the program is still in the experimental stage,

it is expected to grow quickly as indicated by the 29 new volunteers sworn in October 1980 and the trainee request for 60 additional volunteers next spring. Peace Corps is sponsoring this program in conjunction with USAID, Catholic Relief Services, and the Moroccan Ministy of Social Affairs.

NEPAL

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	119	119	84	109	102	106
# of Education PCVs	83	82	60	32	35	40
% of Education PCVs	70	69	56	29	34	38
# of Formal Education PCVs	69	74	58	32	35	40
# of Nonformal Education PCVs	14	8	02	00	00	00

Education programs include:

Secondary Ed.(Math/Science/Health)
Secondary Ed.(TEFL/Literacy)
Nutrition and Child Care
University Ed.(Technical)
University Ed.(Math/Science/Business)*

COUNTRY OVERVIEW

Trends in education programming over the last few years show a phasing out of university education programs and Nutrition and Child Care due to political upheaval and student strikes. Secondary education programs have been stable in size and are projected to continue at the same levels.

Secondary education, both TEFL and Math/Science, are the successes in education programming, while both university education programs failed because of political problems and low job satisfaction of PCVs. There are hopes that the Nutrition and Child Care Program may be phased back in the future through another ministry or agency. Nutrition and Child Care is a nonformal education program.

The main issues concerning education programming in Nepal are raising the priority of secondary projects, use of PCV vacation time, and the encouraging of community education as equally important to time spent in formal education.

BHN programming has caused an increased emphasis on secondary projects, e.g. literacy, health education. The Celeste 1979 Education Memo had the effect of staff becoming "less defensive" about education programs.

Other conflicts arise because the host government often sets high skill levels which Peace Corps recruitment cannot meet. The host government would like more math/science and TEFL PCVs than Peace Corps can recruit or wants to supply.

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*phased out as of 1980

367A7 Secondary Education (Math/ Science/Health)	9/1978	9/1979	9/1980
volunteers on board	34	33	38

All PCVs teach both math and science, and in FY '81 all PCVs in this program will also teach and work with health. The objectives of this program are to fill a teacher shortage and to improve community health. All the sites for this program are rural, and the students are from the lower socioeconomic class. This program is staying the same size although the host country would like to increase the numbers. The health education addition was initiated by Peace Corps to improve community health.

367B4 Secondary Education (TEFL/ Literacy)	9/1978	9/1979	9/1980
volunteers on board	17	15	19

All PCVs in this program teach both English in secondary schools and adult literacy. However, since the literacy is basically a secondary project, there is a question as to how much effort and time are devoted to teaching literacy. Literacy was added to this program in 1980 by Peace Corps initiative.

Objectives of this program are to fill a teacher shortage, to train teachers in methods and materials for teaching English and to teach literacy in order to help people to protect their intereests in the marketplace and the country.

Over 95% of the sites are rural. The recipients are from the lower socioeconomic class. The program addresses secondary school level and adults. Although the numbers of PCVs remain the same, the program focus is changing toward more emphasis on literacy and other projects, such as school carpentry or vegetable gardens. The host government would like to have more PCVs in this program.

367A2 Nutrition and Child Care	9/1978	9/1979	9/1980
volunteers on board	14	08	02

Job descriptions in this program include nonformal instruction in nutrition, health, weaving, and other cash-generating projects. Due to critical ministry decisions during a time of political turmoil, the two PCVs in this project are now supervising training programs in health care at a district level and will not be replaced. There is hope that the program (or one similar to it) may be integrated into another ministry or government agency at a later time.

The objectives of this program were to upgrade the nutritional/health status of mothers and children and to teach skills that would generate cash income. All the sites except one were rural. The recipients were mothers and their children under 5. This program is being phased-out

due to a mutual PC/host country decision during a time when the ministry was experiencing internal changes due to political turmoil.

367A9 University Ed.(Technical)	9/1978	9/1979	9/1980
volunteers on board	05	06	01

The job descriptions in this program have included teaching microbiology, wildlife management, agricultural economics, and technical English. The PCV now in the program is teaching wildlife management. During the political problems of 1979, the university students went on strike and rioted against the government. The universities were closed and a mutual host country/Peace Corps decision was made to phase out PCVs in university education programs. PCV job satisfaction was a problem before the strikes due to large variance in student backgrounds, education and abilities.

The objective of the program was to fill a manpower shortage. The sites were all urban, and the students were middle and upper class. The program addressed the university level only. The decision to phase-out this program was initiated by the host government and agreed upon by Peace Corps.

367B5 University Ed.(Math/ Science/Business	9/1978	9/1979	9/1980
volunteers on board	13	10	00

The job descriptions for this project included teaching botany, zoology, business, statistics, and math. The objective was to fill a manpower shortage. The students were middle or upper class and the sites were all urban. This program was phased-out due to the same reasons as the University Education (Technical) Program.

OMAN

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	24	19	21	37	40	46
# of Education PCVs	18	18	15	10	14	14
% of Education PCVs	75%	95%	71%	27%	35%	30%
# of Formal Education PCVs	12	15	13	10	10	10
# of Nonformal Education PCVs	06	03	02	00	04	04

Education programs include:

English Language Teaching (ELT)/Disease Control
Health Manpower Training

COUNTRY OVERVIEW

Past and present trends in education programming in Oman include a continuation of the ELT Program at the same PCV numbers, and a growing emphasis on secondary projects. There is growing focus on secondary projects to the point where the secondary project, primarily disease control, will occupy 50% of the PCVs' time. Both the ELT Program and the Health Manpower Training are considered successes. There are no education programs which could be classified as failures. Health Manpower Training is a nonformal education program.

The main issues concerning education programming are the poor fill rate Oman has had in the last year (possibly due to political turmoil in the region), and the relationship between BHN and education programming.

381A4 EFL/Disease Control	9/1978	9/1979	9/1980
volunteers on board	12	15	13

All the PCVs in this program are teaching English as their primary assignment, and at this time, they are working in disease control during vacation or free time. However, the PCVs will be gradually moving into more time spent in disease control until there is an equal amount of time spent in each area.

The objectives of the program are to fill a teacher shortage, to provide the best preparation possible in English, and to deal with community problems such as disease control. All sites in this program are rural schools. The students are a socioeconomic cross-section of the population. Free education is available to all, except for the nomads

who, at this point, do not have ready access. Education is new to Oman. The first schools were organized in 1970, and the first secondary school students graduated in 1979.

The program addresses both primary and early secondary levels. The program is staying the same size due to agreement between the host government and Peace Corps that the current size is right for Oman.

381A3 Health Manpower Training	9/1978	9/1979	9/1980
volunteers on board	06	03	02

In the past years job descriptions in this progran have varied from teaching nursing arts at a nursing school to teaching primary health care workers for rural areas to training X-ray technicians. At present, the PCVs are teaching health skills to primary health care workers.

The objectives of this program are to upgrade health services and to train Omanis in middle and lower level technical skills to replace expatriates now filling those positions. The majority of the sites are urban. The recipients/students of the program are middle class. The majority of the recipients have some education; they are Omanis who have lived in eastern Africa and returned to Oman because of improved opportunities. The program addresses post-secondary level and adults.

The program varies in number of PCVs because of recruitment and early termination problems. The host country and Peace Corps would like to continue this program with four new PCVs entering each year.

PHILIPPINES

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	402	409	388	249	261	269
# of Education PCVs	22	26	16	10	10	25
% of Education PCVs	05%	06%	04%	04%	04%	09%
# of Formal Education PCVs	22	26	16	10	10	25
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Agricultural Education
Deaf Education
Fisheries Education
Forestry Education
Special Education/Blind

COUNTRY OVERVIEW

The Philippines has diverse education programs. There has been a trend from highly specialized skills to lower level skills in Agricultural and Fisheries Education. New directions include Deaf Education and Special Education. The greatest success has been the Agricultural Education Program, while Forestry Education has been the greatest dissapointment. There are no nonformal education programs.

PC/Philippines has diverse education programs and growth in new directions. Issues include nonformal education programs, adult education and questions on training to fit these programs. BHN programming raised questions on the validity of staying in Forestry Education at the university level. The Celeste December 1979 Education Memo concerning education programming had no visible effect in the Philippines.

The Philippine Government is gradually accepting skill training, although it would prefer PCVs with higher skills and experience. The trainees for the current Agriculture Education Program will all be skill trained. In general, the host country wants more PCVs and higher skills than PC wants to or is able to supply.

The Deaf Education Program decision to go into rural communities has created interest elsewhere and may serve as a model for other Peace Corps special education programming.

492B3 Agricultural Education	9/1978	9/1979	9/1980
volunteers on board	00	05	06

All the PCVs in this program are teaching agriculture at agricultural colleges, which are comparable to the secondary school level. The objectives are to provide practical knowledge to those students not able to get higher education and to help local communities to develop better methods of agriculture. The sites are all rural, and the students are all lower class. This program addresses the post-secondary level.

This program is growing larger because of good assignments, need, and the hands-on approach which both the PCVs and the host participants enjoy. However, there are recruitment problems due to skill levels. In fact, the host governments would like to have even higher skill levels for the PCVs.

492B5 Deaf Education	9/1978	9/1979	9/1980
volunteers on board	04	05	06

Previously, all the PCVs in the program were teaching at a specific urban school for the deaf. The students are pre-school through elementary. The objectives are to train teachers, adult education and classroom instruction. The student/recipients are all middle or upper class.

This program is going through a transition into a deaf/community development mode which is rural based with PCVs assigned to an educational institution. From this base PCVs will identify needs of deaf people and expand work in adult education and community development.

492B2 Fisheries Education	9/1978	9/1979	9/1980
volunteers on board	10	08	04

This program is being merged into the Fisheries Program. The objective is to supply skilled manpower for transfer of knowledge. The sites are all rural, and the recipients are from the lower socioeconomic class. The students are university level.

492C0 Forestry Education	9/1978	9/1979	9/1980
volunteers on board	03	03	00

All the PCVs in this program were teaching forestry at the university level. The objective for the program was to supply skilled manpower to fill in for forestry staff who were on temporary leave while pursuing higher education degrees. The sites were all rural, and the students were a socioeconomic cross-section.

This program phased-out due to recruitment problems and a general phase-down in education. The host country wanted PCVs with graduate degrees in forestry for the program.

Special Education/Blind	9/1978	9/1979	9/1980
volunteers on board	05	05	00

This program involved placing PCVs in the Manila Community Program to work with children and adults in order to help them function within the community. The objectives were to integrate the children into the local school system, and to help the adults to learn to function in the community. The sites were all in urban Manila. The recipients were all lower class.

The program has been phased-out due to problems in recruitment and the small scale of the program (needed large amount of support). Special Education requests are merged into a wider rehabilitation project.

SOLOMON ISLANDS

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	28	28	31	19	25	17
# of Education PCVs	15	10	09	07	11	02
% of Education PCVs	54%	36%	29%	37%	44%	12%
# of Formal Education PCVs	01	01	00	00	00	00
# of Nonformal Education PCVs	14	09	09	07	11	02

Education programs include:

Education (New Secondary Schools)

COUNTRY OVERVIEW

Before 1977, Peace Corps/Solomon Islands' involvement in the education sector was centered around the national secondary schools. These were government schools in which traditional academic subjects were taught. At the same time (1977) that Peace Corps was reorienting its programming priorities towards BHN, the Government of the Solomon Islands decided to reorient its education system towards practical, basic secondary education that is relevant to everyday village life. PC/Solomon Islands felt that it was more appropriate for volunteers to work in these new secondary schools than in the traditonal national secondary schools. This shift from the national to the new secondary schools was completed in December 1979.

Currently, PC/Solomon Islands is looking into programming possibilities in adult and nonformal education areas. Again, the objectives would be to provide the rural population with training in skills that are practical in everyday life as well as to teach basic literacy so that villagers may become more aware of government activities.

There are few conflicts between the programming priorities of the Peace Corps and the Government of the Solomon Islands. The Solomon Islands feels that it is more important for volunteers to have practical experience than an academic background in a particular area. In general, these are the type of volunteers that Peace Corps can recruit. The Government has set a limit of 35 volunteers as the maximum level of Peace Corps involvement. This is partly due to the Government's dissatisfaction with the behavior of certain volunteers in the past and partly to the size of the Solomon Islands. In any case, the size of the education sector is restricted by this limit.

431A1 Education (New Secondary Schools)	9/1978	9/1979	9/1980
volunteers on board	14	09	09

The new secondary schools (NSS) are post-grade-school institutions designed to train students in skills needed for life in the village. These schools were built by the government in conjunction with community leaders. Each school has a board of managers which is responsible for the administration of the school, including decisions about the focus and curriculum of the school. The vast majority of school time is spent on practical projects rather than in the classroom. Volunteers teach the building of simple furniture and structures, the maintaining of simple tools, and the raising and preparing of food used for student consumption. Job titles for volunteers teaching in the NSS Program include Mechanic Instructors, Agriculture Instructors and Home Economists. All the volunteers are located in rural villages where the inhabitants are involved in the traditional economy.

While the current NSS focus is on direct teacher-student contact, PC/Solomon Islands anticipates that volunteers will increasingly move into co-teaching arrangements in which volunteers and Solomon Islanders will work together at the local level in curriculum development, instruction, and project design. It is also hoped that volunteers will be able to focus on post-school and extra-school education using the NSS as a basis, including adult education at the village level and followup work with school graduates in the local villages.

THAILAND

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	150	160	154	113	134	130
# of Education PCVs	81	80	76	50	50	41
% of Education PCVs	54%	50%	49%	44%	37%	32%
# of Formal Education PCVs	80	73	70	45	42	34
# of Nonformal Education PCVs	01	07	06	05	08	07

Education programs include:

TEFL Crossover
Nonformal Education
TEFL
Girl Guides
Agriculture Education
Special Education
University Non-TEFL

COUNTRY OVERVIEW

The largest education project in Thailand is TEFL, comprising about 3/4 of the education volunteers. The Thai Government feels very positive about the Peace Corps TEFL program and the Country Director reports that the Thai Government would happily accept more TEFL teachers if Peace Corps could supply them. The Country Director also reports that an attempt to phase-out the TEFL program would be politically disastrous for the overall Peace Corps program in Thailand.

Within the education sector, there has been a move to take volunteers out of the urban areas, particularly Bangkok, and place them in the smaller towns. This has come within the general context of BHN programming (and placement) priorities which has led to the creation of the Nonformal Education, the Girl Guides, and the TEFL-Crossover programs. Each of the programs attempts to address the needs of the rural poor through education in practical skills. These programs are generally small and still in an experimental phase. The Ministry of Education is interested to see if they are successful but definitely views the TEFL program as the core of Peace Corps' contribution in the education sector. The Country Director and Coutry Desk Officer report that programming in other subjects in the formal education sector, such as math/science, is impracticable because of the difficulty of learning the Thai language.

The Country Director thinks that important issues concerning the Peace Corps education sector in Thailand include centralization/decentralization

of programming decisions (i.e. Washington-based or field-based), and the viability of young, inexperienced volunteers training teachers.

493B0 TEFL Crossover	9/1978	9/1979	9/1980
volunteers on board	00	00	04

The TEFL Crossover Program represents an attempt by Peace Corps to use the TEFL Program as a vehicle for programming in BHN areas. The idea is to have these volunteers spend 50% of their time teaching TEFL and the other 50% creating vegetable gardens. The Country Director reports that at the present time volunteers are spending the majority of their time teaching TEFL. The Thai Government wants these volunteers to be teaching TEFL, but is somewhat skeptical of the utility of placing volunteers in tambons (small villages) where the students will be unlikely ever to use English. The students at these schools are at the junior high level and are from the poorest sector of the population. Peace Corps/Thailand hopes to convince the Thai Government that these volunteers can not only do an adequate job teaching but can act as a catalyst for community vegetable gardens as well.

This program is a direct result of BHN programming policy. It is expected to grow in the next several years as there are currently 10 volunteers in training and there is a trainee request for 11 more volunteers for this winter. However, the final status of the program depends on Peace Corps' success in convincing the Thais of the effectiveness of the program.

493B1 Nonformal Education	9/1978	9/1979	9/1980
volunteers on board	01	04	03

This program is aimed at improving village level technologies by developing and teaching short learning modules at Lifelong Education Centers. Volunteers have taught adults water storage techniques, duck farming and appropriate technology. Initially, PC/Thailand asked for 7 volunteers in this program but didn't receive any due to the high skill requirements of this program (A.A.-A.S. degree in technical field). This is an on-going program that is expected to grow slightly if Peace Corps can recruit enough of these volunteers.

493B2 TEFL	9/1978	9/1979	9/1980
volunteers on board	66	59	58

In the Thailand TEFL Program there are 33 volunteers teaching in secondary schools, 12 volunteers teaching at universities and 13 volunteers teaching future primary school teachers at teacher training institutes. These volunteers are located throughout the country with the

secondary school teachers teaching in small to medium size towns, the teacher trainers on the outskirts of the medium size towns, and the university TEFL teachers in the provincial capitals or semi-urban areas. TEFL teachers in secondary school teach the children of farmers and small store owners, while those at the teacher training institute and the universities teach a somewhat higher ratio of the children of government workers. Again it must be stressed that the Government of Thailand feels that the TEFL program is the most important contribution that Peace Corps makes in the education sector. The ability of teaching staffs outside of Bangkok to teach English is, in general, poor and Thailand is not rich enough to be able to afford to hire expatriate teachers on contract. The TEFL program is expected to continue at approximately the same size over the next several years with perhaps more volunteers working in crossover programs if they are deemed successful. Peace Corps/Thailand will also concentrate on placing volunteers in institutions which emphasize in-service training of Thai personnel.

493B6 Girl Guides	9/1978	9/1979	9/1980
volunteers on board	00	03	03

The objective of the Girl Guides Program is to train village representatives in practical skills such as agriculture, nutrition/health, and handicrafts so that they may teach these skills to other members of their villages. Presently there are three volunteers in this program. Two of the volunteers are teaching health and the other is teaching fish pond construction. The volunteers teach the courses at Regional Training Centers which are located in the rural villages. At present, the program is expected to remain at the same size.

493B7 Agriculture Education	9/1978	9/1979	9/1980
volunteers on board	07	08	04

The volunteers in the Agriculture Education Program teach at up-country teacher training colleges. In addition to teaching, volunteers are supposed to assist with demonstration farms. Most of the students at these colleges will return to rural villages to teach agriculture education at primary schools. The best students will go on to agriculture universities to get a B.A. degree. This is an on-going program but is not expected to grow because of the high skill level needed and the fact that most people do not feel qualified to teach in Thai.

49300 Special Education	9/1978	9/1979	9/1980
volunteers on board	02	01	01

This program seeks to provide the handicapped with lasting solutions

to their problems by assigning volunteers to work as teacher trainers in special education at the School for the Deaf in Bangkok. This is a continuing program but will not expand dramatically because it requires a fairly high level of skill and technical support and because placements are not available outside of Bangkok.

493C2 University Non-TEFL	9/1978	9/1979	9/1980
volunteers on board	05	05	03

Volunteers in the University Non-TEFL Program teach engineering, library science and physics in Changmai, a town of 100,000 people. As this program does not directly address BHN and requires highly skilled volunteers who must teach in Thai (a very difficult assignment which has not worked out well in the past), PC/Thailand has decided to phase this program out. The last volunteer is scheduled to leave in April, 1980.

TONGA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	73	71	71	48	40	49
# of Education PCVs	58	44	43	28	30	28
% of Education PCVs	79%	62%	59%	58%	75%	57%
# of Formal Education PCVs	58	44	36	20	28	20
# of Nonformal Education PCVs	00	00	07	08	02	08

Education programs include:

Secondary Education and Education Development
Agriculture/Vocational/Nutrition Education

COUNTRY OVERVIEW

The trend in educational programming is to move from formal secondary education to agriculture/health education. There is a trend also for more skill training for PCVs.

The main issue is whether to continue any formal education programs. One opinion is that there are sufficient host teachers available. Another is that since some schools cannot get teachers then there is a continuing need for PCVs.

It appears that the host governments prefer traditional education programs over special or vocational education programs. The phase-down overall was not due to BHN pressure. However, the new health/agriculture education programs grew out of BHN programming decisions. The Ag./Voc./ Nutrition Program is successful, especially the agriculture component. This success may be due to the fact that there was an agriculture resource person in-country when the program was initiated and the program was started through the infrastructure of the church schools. There also is skill-training for agriculture education trainees.

The field found Celeste's 1979 Education Memo confusing and would like further clarification. Other problems arise in programming because often the host governments request skills or experience which recruitment cannot meet.

421A9 Secondary Education and Education Development	9/1978	9/1979	9/1980
volunteers on board	56	34	21

The PCVs in this program teach TEFL (2), math/sciece (12), business (1), history (1), and teacher training (5).

The objectives are to move into teacher training and curriculum development, and to fill rural teaching positions. The majority of sites are rural and the students are from the lower to middle socioeconomic class. The program addreseses secondary students and future teachers (through the teacher training college). The size of the program is staying the same but the subject matter is moving into different directions, e.g., agriculture and nutrition.

421A3 Agriculture/Vocational/ Nutrition Education	9/1978	9/1979	9/1980
volunteers on board	00	10	15

The job descriptions in this program include agricultural generalists, vocational teachers (home economics, industrial arts, typing, technical drawing), nutrition teachers and health educators. Some PCVs in this program are involved in in-service trainer workshops.

The objectives of the program are to provide skills and knowledge to students not going to college so they will have marketable skills within the country. The sites are mainly rural, and the recipients are all from lower socioeconomic backgrounds. The program addresses secondary school students and adults.

The program is getting larger due to the government priority of providing Tongan students (the majority of whom do not go on to higher education) with skills relevant to their lives and potential employment in rural areas.

TUNISIA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	83	37	27	40	74	80
# of Education PCVs	61	18	02	00	14	30
% of Education PCVs	73%	49%	07%	0%	19%	38%
# of Formal Education PCVs	61	18	02	00	14	30
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Vocational Education

COUNTRY OVERVIEW

The education sector in Tunisia has gone from a high of 122 volunteers in 1966, to the present low of 2 volunteers. The drop in education volunteers is consistent with an overall drop in volunteers from 249 to 27 during the same time period. TEFL, which was the largest and oldest education program, phased-out in 1980. The phase-out was due to the increasing numbers of qualified Tunisian English teachers. Likewise, there has been an increase in the number of Tunisian vocational education teachers. This, coupled with the inability of Peace Corps to recruit highly skilled volunteers able to teach advanced classes in vocational education, and the dissatisfaction felt by many vocational education volunteers with their teaching situations, has led PC Tunisia to phase-out the Vocational Education program.

The only area within the education sector in which PC Tunisia expects to place volunteers in the near future is in special education. In the fall of 1980 one volunteer was placed in a center for the handicapped with a view to recruiting an additional 14 volunteers to place in six to eight new sites in early 1981.

There have been other ideas for potential programming in the education sector. One of these involved the upgrading of skills among pre-school teachers. This idea died, however, predominantly because the Government of Tunisia did not express much interest in having volunteers serving in this role. Another idea was to have volunteers teach in an English Language Lycee in Tunis. The Country Desk Officer reports that this idea has also faded away because the volunteers would work in the capital city and serve a student body primarily made up of the children of the elite.

The decrease of education volunteers must be taken in the context of the overall Peace Corps program in Tunisia. Due to the relatively high level of development in the country the size of the PC/Tunisia program

has decreased rapidly. The decrease in number of volunteers in the education sector is also attributable to PC/Tunisia's emphasis on the agriculture sector and Peace Corps' general inability to recruit the type of volunteers that Tunisia wants.

Tunisia country staff have identified several important issues pertaining to the education sector. First, should Peace Corps be in Tunisia (in education or any other sector) given its level of development? Secondly, it is unclear whether education volunteers should be placed in large cities where they are living next to salaried expatriate teachers and satisfaction is traditionally low. Also, should Peace Corps place volunteers in programs that the government is not very supportive of, only so as to have a Peace Corps presence in Tunisia?

364B1 Secondary Vocational Education	9/1978	9/1979	9/1980
volunteers on board	16	08	02

Volunteers in this program are shop teachers in the regular and technical high schools. The objective of this project is to teach practical skills such as woodworking, metalworking, welding and mechanics. These volunteers serve in middle size towns where high schools are located. Most of the students are from the middle-lower class, particularly in the technical schools where many of the students are drop-outs from the regular high schools. Job dissatisfaction has often been high in this program due to the lack of equipment in the schools and discipline problems. Peace Corps is unable to provide volunteers with the level of skills that the GOT is looking for to fill these positions. For these reasons the program is phasing-out when the current volunteers leave.

WESTERN SAMOA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	118	119	74	54	46	43
# of Education PCVs	92	58	48	33	21	24
% of Education PCVs	78	49	65	61	46	56
# of Formal Education PCVs	92	58	48	33	21	24
# of Nonformal Education PCVs	0	0	0	0	0	0

Education programs include:

Education
Special Education

COUNTRY OVERVIEW

Recent trends in education programming show a phasing-down of formal education programs. At the present there is a continuation of formal education programs on a small scale (concentrated in the higher forms and math/science) with new emphasis in agricultural education. Because of the low number of TRs, Peace Corps has now merged the teacher training program into the larger "Education" program. Because of recruitment problems and internal administrative problems in the private agency, Special Education has dropped in numbers and may be phased-out.

The main issue is whether to continue any formal education programs. One opinion is that there are sufficient host teachers available. Another is that since some schools cannot get teachers there is a continuing need for PCVs. PCVs have been nearly phased-out of government schools but are still placed in mission schools where they are needed. Emphasis is on rural placements in these mission schools. Nevertheless, several education programs are in the planning process. These include Village Women's Health/Nutrition Education, Agricultural Education and Pre-school Mothers.

The teacher training phase-out in W. Samoa was due to pressure from the host country. The phase-down overall was due partially to BHN pressure as well as the country's increased capabilities to fill positions.

491A1 Education	9/1978	9/1979	9/1980
volunteers on board	78	54	47

The PCVs in this program are all teaching at the secondary level except one PCV in teacher training in the subject of arts and crafts. Subjects include: science (9), math/science (3), biology (5), chemistry (2), math (9), social studies (1), integrated science (1), English (7), physics (2), industrial arts (1), agricultural science (4), physical education (1), psychology (1).

The objective of the program is to supply trained teachers to rural schools. Although Samoa has recently improved its capacity to supply Samoan teachers by establishing a teacher training college in country, teacher pay is very low at mission schools, and PCVs fill a need since qualified Samoan teachers can usually find better paying jobs outside of teaching.

Approximately 50% of the sites are rural. Student socioeconomic class is a cross-section of Western Samoan society. The program addresses mainly secondary school level with 1 PCV in teacher training.

Peace Corps has found non-traditional programs, such as Special Education, do not work well in Western Samoa because both the government and the people are not very interested in them. On the other hand, the host government would like to have many more math/science PCVs.

491A3 Special Education	9/1978	9/1979	9/1980
volunteers on board	07	02	01

The PCVs in this program have worked with the blind and the physically disabled. The one PCV in the program at this time is working in a private school for the blind. The objective of the program is to provide direct services/skills to disabled/blind/deaf persons to help them to function in the community. The sites in this program are suburban. The recipients come from the lower class. The program addresses both primary and secondary levels. The program is becoming smaller because there are administrative problems at the private school (money tends to be misused). At this time there are plans to restructure and retain the program. The original demand for this program came through a private agency, not through the government.

YEMEN

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	76	65	28	44	49	36
# of Education PCVs	19	09	01	00	00	00
% of Education PCVs	22%	14%	04%	00%	00%	00%
# of Formal Education PCVs	17	14	01	00	00	00
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

NIPA TEFL and Secretarial Skills Training

COUNTRY OVERVIEW

At the present time, the only education program in Yemen is the NIPA (National Institute of Public Administration) TEFL program. In the past two years there were two other education programs: the Mohammed Ali Othman School and the Hodeideh Boys Orphanage. Peace Corps participation in the Mohammed Ali Othman School was phased-out because it is a wealthy school catering to the children of the elite. The Hodeideh Boys Orphanage program was phased-out because of problems in the administration of the orphanage.

Over the last two years, little new programming took place in the education sector. This was caused by a number of factors. First, PC/Yemen did not actively pursue educational programming due to the low priority put on this sector by PC/Washington. Secondly, PC/Yemen decreased volunteer strength in the the NIPA program due to administrative problems within the school. Thirdly, the Government of Yemen has been hesitant to place Westerners in the public schools, prefering that their children be taught by Moslem teachers. The Government of Yemen has recently expressed interest in additional NIPA instructors. PC/Yemen and US AID have also begun exploring the feasibility of a vocational education program. Although no major vocational educational programming is seen in the near future, PC/Yemen will probably maintain a small number of NIPA teachers in FY'81. The success of these volunteers will determine the future of the program.

379B1 NIPA TEFL and Secretarial Skills Training	9/1978	9/1979	9/1980
volunteers on board	11	06	01

In the past, volunteers in this program have taught English and secre-

tarial skills to civil servants who are training to work in banks, for airlines, and in other governments jobs. NIPA is actually a professional training school for people already on the government payroll. Most of the students at this school are 20-40 years old and are part of the elite although they come from poor families. Recently the Government of Yemen cancelled their request for secretarial teachers, while continuing their requests for English teachers. Volunteer morale in this project was often low because there was little support for the program, volunteers were working next to salaried teachers in the same positions, and volunteers felt that PC/Washington considered them second class volunteers due to the non-BHN emphasis of their assignment. Due to these reasons plus the actual non-BHN emphasis of the program, PC/Yemen decided to cancel trainee requests in FY'80. However, a small number of volunteers will be requested for spring FY'81.

LATIN AMERICA/CARIBBEAN EDUCATION SECTOR: SUMMARY AND COUNTRY OVERVIEWS

OVERVIEW OF LATIN AMERICA/CARIBBEAN EDUCATION PROGRAMS

I. Total Volunteers (1408)*

The number of volunteers serving in the Latin America/Caribbean Region decreased by 18% between the end of FY '78 and the end of FY '80.

II. Latin America/Caribbean (L.A.C.) Education Sector Overview

A. Total Education Volunteers (365)

At the end of FY '80 there were 365 education sector volunteers serving in the L.A.C. Region. During the same time period (mentioned above), the number of education volunteers in the region decreased by 28%. The drop in the number of education volunteers is 10% higher than the decrease of total volunteers.

The decrease in education volunteers is not a region-wide phenomenon. Of the 12 current Peace Corps countries in the region in which Peace Corps Volunteers (PCVs) served from 1978 to 1980, the number of education volunteers has decreased by over 25% in 7 countries and increased by over 18% in 4 countries. One country, Guatemala, has had no education PCVs since 1971. Brazil is now phasing-out completely and accounts for a drop of 52 education PCVs, 36% of the total decrease of education PCVs since 1978.

The reasons for these decreases are country specific, but certain generalizations can be made. BHN criteria have played a major role in changing the focus in education projects. Out of the 54 current education programs in L.A.C., 11 (20%) are phasing-down or out because they do not meet BHN guidelines; however, 12 (22%) are either increasing or continuing at the same level because they do meet BHN guidelines. BHN-related decisions have caused PC/LA to phase-out of (1) university education in Belize, Ecuador, and Jamaica, (2) secondary Math/Science and English in Belize and the Eastern Caribbean, and (3) P.E. in Chile. However, BHN caused the expansion of (1) Ag/Voc education in Belize and Ecuador, (2) teacher training in Belize, Eastern Caribbean and Paraguay, and (3) curriculum development in Belize and the Eastern Caribbean.

Secondly, host country politics have influenced programming. There have been 8 (15%) education projects either phased-out or retained at a minimal level because of political reasons. For example, the Adult Basic Education in Honduras is staying small partly because the host country is afraid of political repercussions from increased rural literacy. Other projects affected include Paraguay's Agriculture Education and Colombia's Education Development, and Brazil's phase-out.

A third reason for the decrease of PC education projects has been the general level of development reached by the countries involved. Four (7%) of the education projects have been phased-out because goals have been met; three (5.5%) have reached a saturation point (as defined by the Country Director and American Embassy) where no expansion is needed.

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*All volunteers numbers refer to volunteers on board as of 9/30/80 unless otherwise stated.

Goals have been met in Hondurus' Health Personnel Training, Pre-Service Teacher Training, Pre-School Education, and Laboratory Science Training. Saturation levels have been reached in Eastern Caribbean's Special Education Development, Ecuador's Special Education, and Hondurus' Special Education.

It is significant that, in general, countries in L.A.C. have higher standards of living, and higher literacy rates (more teachers and more schools), than do the countries of PC/Africa or PC/NANEAP. Consequently, the focus of PC/education programming is not in secondary education, where the host countries can supply most needs, but in projects for special problems, such as special education, nonformal education, technical/agricultural education and teacher training. In some countries there is a need for university teachers. Nevertheless, many university education programs are being phased-out as they are not seen to meet BHN criteria.

As host countries are able to meet their personnel needs, PC projects phase-out or change their focus. L.A.C. does not fill slots in education; most education PCVs are working to improve educational systems through curriculum development or teacher training.

Several important issues involving the L.A.C. education sector have been identified. The first involves skill training. Many countries in L.A.C. are requesting highly skilled/experienced PCVs in vocational and agricultural education, teacher training and curriculum development. Peace Corps has difficulty in recruiting enough of these sorts of volunteers. Can PC skill train volunteers to a high enough level to satisfy host governments?

A second issue is whether special education programs meet BHN criteria as presently defined.

Also, how can PC/LAC develop new nonformal education projects as it moves out of formal education? Can special education, primary education and projects for the problems of neglected youth be effective in a non-formal setting?

III. Formal Education (286 PCVs)

Many Country Directors and Country Desk Officers have said that their countries are making considerable efforts to place volunteers in rural settings. The Country Desk Officers also report that the students /recipients of Peace Corps education projects are generally from the lower or middle socioeconomic classes. No programs were mentioned as addressing the upper or elite class. All countries in L.A.C. have shifted away from the teaching of purely academic subjects. Focus is concentrated on teacher training, nonformal education, and special education. All university education is being phased-out. All secondary English, Arts /Language, and P.E. are being phased-out. In secondary education, only agricultural and vocational education programs are not being phased-out, and they are either expanding or continuing at the same level. Formal education programs have decreased 35% from 1978-1980. This decrease takes in every educational activity except vocational/technical programs.

IV. Primary Education (19 PCVs)

Currently, the only primary education programs are in Belize, Paraguay, and Costa Rica. The PCV in primary education in Belize is an individual placement within a formal education omnibus program. The Community Gardens program in Costa Rica is a relatively large, on-going, and successful project which has skill-trained volunteers, each working with 10-15 schools in vegetable gardening. The only interest shown by other L.A.C. host countries in primary education is in the field of training primary school teachers. Many L.A.C. countries think it inappropriate to have foreigners teaching young children. Another major reason for not placing PCVs in teacher roles at primary schools is that they are not needed because of a sufficient number of host teachers.

V. Secondary Education (53 PCVs)

A. Math/Science (10 PCVs)

The 3 existing Math/Science programs in Belize (6), Eastern Caribbean (1), and Honduras (3) are all phasing-out. Goals have been met in Honduras' Laboratory Science Training; the other programs have been phased-out because they do not meet BHN criteria. Math/science PCVs have decreased from 24 to 10 from 1978 to 1980. They make up 4% of formal education and 18% of secondary education. There does not appear to be much demand for math/science PCVs in L.A.C.

B. English/TEFL and Arts/Language (4 PCVs)

There is only one program, Belize Education, which has TEFL PCVs and it is being phased-out due to BHN programming. English/TEFL and Arts/Language PCVs have decreased from 8 to 4 from 1978 to 1980. They make up 1% of formal education and 4% of secondary education.

C. Vocational/Technical Education (36 PCVs)

This category includes agricultural education as well as vocational /technical education. Currently, there are 5 programs with PCVs in agricultural education: Belize (2 PCVs in 2 different programs), Ecuador (5), Honduras (4), and Jamaica (4). There is possible expansion for these programs, but they are hampered by low fill-rates. PCV roles vary from teaching agriculture in a formal classroom to working with school gardens to practical hands-on instruction. All these programs meet BHN criteria except the Agriculture Education Program in Chile, which is merged into an agriculture extension program because it has focused more on research than direct service.

There are 3 programs in vocational education: Belize (1), Eastern Caribbean (8), and Ecuador (8). Vocational education is a high priority for both the host countries and Peace Corps, but there are problems due to the high skill levels and teaching experience requested. PCVs in these programs train students in practical skills, such as woodworking,

welding, mechanics, and carpentry. It should be noted that there are other voc/tech programs listed separately because the placements are in technical schools, not secondary schools.

Voc/Tech Education PCVs have decreased from 37 to 36 from 1978-1980. Considering that there was an 18% decrease in total L.A.C. PCVs and a 28% decrease in education PCVs, Voc/Tech programs have actually grown percentage-wise. Voc/Tech Education PCVs make up 14% of formal education and 67% of secondary education.

Although Ag/Voc education programs are desired by both Peace Corps and several host countries, recruiting sufficient numbers of qualified applicants presents a real problem. Skill training could provide more Ag/Voc educators if the host countries would accept skill-trained PCVs and if skill training modules were designed, tested and proven credible.

D. Other (3 PCVs)

The only other secondary education program is P.E./Sports in Chile. This program is phasing-out due to BHN programming. In the past there have been other sports oriented/coaching placements. This program is only 1% of formal education and 5% of secondary education.

VI. University Education (18 PCVs)

There are 4 countries with PCVs in university education: Belize (3), Brazil (7), Ecuador (1), and Jamaica (7). All are in the process of phasing-out. Brazil is a country phase-out; the others are phasing-out because the programs do not meet BHN criteria. These programs do not include teacher training. The PCVs in university education teach a variety of subjects from math, computer science, machinery operation, science, agriculture, and health, to art, taught as a marketable skill for Jamaica's tourist trade.

PCVs in university education have decreased from 49 to 18 from 1978 to 1980. They make up 6% of formal education.

VII. Special Education (60 PCVs)

There are 7 countries with special education programs. Belize has one PCV in an individual placement. Brazil has 6 PCVs but is in the process of a country phase-out. Colombia has 14 PCVs in a very successful and growing Special Education & Rehabilitation program. The PCVs are involved in working with mentally retarded or blind/deaf students as well as training counterparts and writing teaching materials. Colombia also has one PCV left in a program for the Special Olympics which organized games for disabled students. This program is now being phased out as it is being handed over to host teachers.

Costa Rica has 6 PCVs in Special Education which is phasing-out due to lack of host support and a low BHN rating. There is a question in some L.A.C. countries whether special education meets BHN programming criteria.

Eastern Caribbean has 7 PCVs in a successful Special Education program which will continue at the same size since a saturation point has been reached on the individual islands.

Ecuador's Special Education (21 PCVs) has also reached saturation level due to host infrastructure and limitations of staff support. Honduras' Special Education will also continue at its same size (4 PCVs) as it is dependent upon the President's Commission for increasing placements. There would also be a problem with fill shortages if requests were increased.

PCVs in special education have decreased from 116 to 60 from 1978 to 1980. They make up 21% of formal education. There is the possibility of nonformal special education in Ecuador which would open new possibilities for expansion outside the education infrastructure.

VIII. Curriculum Development (10 PCVs)

There are two countries with curriculum development programs. Belize has 4 PCVs within its education program who are working in curriculum development. As Belize wants more emphasis on teacher training and curriculum development, there will be more PCVs in curriculum development as academic teachers are phased-out. Eastern Caribbean's Education Development has 6 PCVs developing curricula for remedial reading and agriculturally based math. Both these programs meet BHN criteria.

PCVs in curriculum development have decreased from 28 to 10 from 1978 to 1980. They make up 3% of formal education. It should be noted that other categories may be involved with curriculum development, especially teacher training and special education, but only as a secondary activity.

IX. Teacher Training (108 PCVs)

There are 5 countries with teacher training programs. Honduras has 4 separate programs with a total of 50 PCVs. Teacher Training has PCVs giving short courses and working visits; it is successful. Rural Pilot Schools has PCVs training teachers in food crop production, animal husbandry (bees, chickens, rabbits, pigs), carpentry, nutrition, and homemaking. The program is stable in size, but has had problems getting host teachers to cooperate. Pre-Service Teacher Training and Pre-School Training are phasing-out due to goals being met. The Pre-Service PCVs taught in teacher colleges establishing teacher training programs in technical subjects, counseling, educational technology and nutrition. Pre-School PCVs worked in all facets of developing a pre-school curriculum, teaching materials, training teachers and setting up the institutional framework for the program.

Belize has 4 PCVs within the education program in teacher training and plans to expand as academic teaching is decreased. Eastern Caribbean has 5 PCVs in Education Development who are training vocational teachers in teaching remedial reading and agriculture teachers in mathematics. It will continue at the same size.

Jamaica has 20 PCVs in Teacher Training. The special education component is expanding due to more requests; the counseling component is

staying at the same size because of continued need; the early childhood education component is phasing-out due to lack of success.

Paraguay has 29 PCVs in Basic Skills/Primary Education. The urban experimental school component is phasing down due to emphasis on the rural component in which PCVs train teachers at rural schools. If it were not for political reasons the urban component of the project might be phased-out. PCVs in teacher training have decreased from 131 to 116 since 1978. They make up 38% of formal education.

X. Vocational/Technical Schools (18 PCVs)

There are 2 countries with PCVs working in technical schools. Eastern Caribbean has 12 PCVs in Practical Education who are teaching plumbing, masonry, auto mechanics, carpentry and refrigeration in technical schools. This program is successful and could be expanded if qualified applicants could be recruited.

In Honduras, there are 4 PCVs working in Occupational Training who serve as technical trainers in the national vocational schools. The program has growth potential but is dependent upon AID funding and highly skilled PCVs who are very difficult to recruit. The Health Personnel Training has 2 PCVs training nurses, x-ray technicians, anestheists, and lab technicians. This program is phasing-out due to goals being met.

PCVs in vocational/technical schools have increased from 17 to 18 since 1978, a relative percentage increase when total PCVs have dropped over 300 and education PCVs decreased over 150.

XI. Nonformal Education (79 PCVs)

There are 6 countries with nonformal education programs. Brazil had 3 nonformal education programs -- Youth Professionalization (1), and 2 Vocational Education programs (3 PCVs) -- which are all phasing-out since PC/Brazil is phasing-out. These programs were designed to rehabilitate youths by teaching them skills, and to work with training programs for counselors and social workers.

Chile has several nonformal education programs. Youth Opportunity Development (36 PCVs) operates Rehabilitation Centers for Juveniles. The Youth Development includes improving staff training at orphanages, developing vocational training programs and job opportunities for youths. This program will continue at the same level. Other nonformal programs in Chile are Agricultural Education (3) and Forest Technician Training (1), which are both phasing-out because they do not meet BHN programming criteria.

Colombia has 11 PCVs in Education Development, which is phasing-down due to conflicts in receiving host-country support. The program was designed to work with street children in big brother roles and teach them vocational skills; other PCVs worked in individual placements, such as teaching swimming to the blind.

Honduras has 2 PCVs who are beginning Adult Basic Education, which is designed to promote and teach adult literacy. This program will probably stay small partly because of political reasons.

Jamaica has 7 PCVs in Social Development; these are individual placements working towards the goals of better health, self-discipline and self-reliance for youth and women through job skills. This project is being expanded. There is also a nonformal Rural Education Development (1 PCV) which is phasing-out due to lack of funding and personal danger to the volunteer.

Paraguay has 5 PCVs in Agricultural Education. They work with farmers through an agricultural center. However, the program has attracted more affluent farmers instead of the poorer ones, and the program would be phased out except that special consideration founded the center and exerts pressure to keep PCVs there.

Nonformal education is an omnibus of diverse programs. Each must be examined individually in the context of its country. Nonformal education is another category of potential growth for L.A.C. It allows Peace Corps to work with problems which cannot always be reached through the education infrastructure.

Nonformal education has increased from 73 to 79 PCVs since 1978, now making up 22% of all education programs. With an increase of 8% since 1978, it is the second largest growth category.

Summary

During the last two years, total volunteer numbers have decreased in Latin America/Caribbean by 18%, while education PCVs have decreased 28%. Education is not a PC/LAC priority compared with other sectors. Reasons for this relative lack of interest in education programming are the host country requests for other skills, the level of development in Latin America, and Peace Corps BHN programming directives.

Emphasis in PC/L.A.C. education programming is on:

(1) training teachers as an effective way to improve the education system;

(2) teaching practical skills (67% of secondary education placements are in ag/voc education);

(3) providing direct services to disadvantaged or disabled host persons either within the education infrastructure or in nonformal education.

Although PCVs in education have decreased, there are growth programs. If the PC/Brazil phase-out is taken into consideration, there has been only a 15% decrease in education PCVs which is less than the region wide decrease of 18%. In actuality, education programming in Latin America is viable, but small in relation to other types of programming.

SUMMARY OF LATIN AMERICA/CARIBBEAN EDUCATION PROGRAMS

	9/1978* Total	1978%	9/1979 Total	1979%	9/1980 Total	1980%	% change 1978-80
Total	1718	100%	1491	100%	1408	100%	-18%
Total Education (TE)**	508	30%	420	28%	365	26%	-28%
Nonformal Education	73	14% TE	96	23%TE	79	22%TE	+08%
Formal Education (FE)	435	86%TE	324	77%TE	286	78%TE	-35%
Primary Ed.	11	03% FE	11	04%FE	19	07%FE	+58%
Secondary Ed. (SE)	83	19%FE	63	19%FE	53	19%FE	-34%
Math/Science	24	05%FE 34%SE	16	05%FE 25%SE	10	04%FE 18%SE	-58%
English/TEFL	3	01%FE 04%SE	3	01%FE 04%SE	2	01%FE 04%SE	-33%
Art/Language/Other	19	04%FE 23%SE	8	02%FE 13%SE	5	02%FE 09%SE	-74%
Vocational/Tech.	37	08%FE 53%SE	36	13%FE 57%SE	36	14%FE 67%SE	-03%
University Ed.	49	11%FE	29	09%FE	18	06%FE	-63%
Special Ed.	116	27%FE	77	24%FE	60	21%FE	-48%
Curriculum Dev.	28	06%FE	12	04%FE	10	03%FE	-64%
Teacher Training	131	30%FE	111	34%FE	108	38%FE	-18%
Vocational/Tech. (not secondary Ed.)	17	04%FE	21	06%FE	18	06%FE	+06%

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* El Salvador and Nicaragua volunteers not included
** TE=Total education volunteers
FE=Formal education volunteers
SE=Secondary education volunteers

EDUCATION PROGRAMS BY COUNTRY

BELIZE

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	74	65	56	40	42	33
# of Education PCVs	19	21	25	26	18	21
% of Education PCVs	25%	32%	44%	65%	42%	63%
# of Formal Education PCVs	19	21	25	26	18	21
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Education
Youth Development(Ag. & Voc.)

COUNTRY OVERVIEW

In the past PC/Belize's emphasis within the education sector centered on the extension of secondary education to the rural areas of the country. Toward that end, PC/Belize has provided secondary school teachers in geography, math, general science, English and music. While PC/Belize's involvement in these activities is on-going, Barry Wells, the Country Director, sees a decreasing need for classroom teachers, except in math/science. Although already involved in curriculum development, teacher training, and vocational education, PC/Belize plans to expand these activities, particularly vocational education. PC/Belize is also planning to become involved in special education and pre-school education within the next three years. While these represent the programming directions in which PC/Belize would like to move, Barry Wells emphasizes that, as stated in the Country Agreement between Belize and Peace Corps, Peace Corps responds to individual requests by the government of Belize and can take no new programming initiatives outside of this context.

Several issues were brought up concerning the education sector in Belize. First, Peace Corps can and should set overall programming emphasis. In the field, however, Peace Corps must not be dogmatic, but must respond to the host country government's perceived needs. Therefore new programming initiatives must come as suggestions and not as directives to the country.

Secondly, it is unclear whether Peace Corps can recruit enough qualified (degreed) applicants in agriculture to make an agriculture education program viable.

535A2 Education	9/1978	9/1979	9/1980
volunteers on board	17	19	23

Volunteers in this program are involved in classroom teaching, curriculum development, and teacher training. Of the 23 volunteers currently serving in the program, 14 teach academic subjects such as general science, math, geography, music and English in secondary schools and colleges. Four volunteers work with the curriculum development unit of the Ministry of Education in such diverse job assignments as Resource Center Librarian, Physical Education Teacher, Materials Production and Language Arts Coordinator. Four volunteers work at the Belize Teachers' College where they train primary school teachers. These volunteers work as a Librarian (1), as Intern Supervisors (2), and as an Agricultural Instructor (1). The remaining volunteer is a School Garden Assistant who is working with 3 or more rural primary schools to continue or establish self-sustaining school gardens and to assist local teachers to effectively utilize the garden as a teaching tool.

Volunteers working in curriculum development and teacher training are located in Belize City, the country's largest urban area, while the classroom teachers are located all around the country in both large and small towns. This is a continuing program that is expected to remain at the same size. PC/Belize is currently deemphasing academic subjects in favor of teacher training, curriculum development, and especially vocational education.

535A5 Youth Development (Ag. & Voc.)	9/1978	9/1979	9/1980
volunteers on board	02	02	02

While there are more than two volunteers in this program, the two represented above are the only volunteers whose roles are primarily as teachers. These volunteers serve as an Industrial Arts Instructor and as an Agriculture Instructor at a youth development center (camp) which is designed to train school leavers in agricultural and technical skills such as carpentry and mechanics. The camp is located in a rural area at a former prison facility. The youth at the camp are primarily from poor families. This program will continue as it fits into both Peace Corps and host country development priorities.

BRAZIL

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	109	66	24	0	0	0
# of Education PCVs	69	35	17	0	0	0
% of Education PCVs	63	53	71	0	0	0
# of Formal Education PCVs	53	24	13	0	0	0
# of Nonformal Education PCVs	16	11	4	0	0	0

Education programs include:

Special Education & Rehabilitation
Youth Professionalization
BA/SE Special Education
NR/University Education
BA/SE Vocational Education
CR/Vocational Education
BA/SE University Education/Research

COUNTRY OVERVIEW

Peace Corps/Brazil is being phased-out; there have been no trainees since August 1978. Their Foreign Ministry did not approve any projects or individual PCVs (they used to review each candidate's biodata before issuing a visa) for the last two years.

Programming successes include Special Education and University Education; Nursing Education was not very successful because the nurses had expectations of a more highly structured, specialized program than they found in practice. Vocational Education and Youth Professionalization are nonformal programs.

Since Peace Corps is now phasing out of Brazil, education programming issues are non-existent. Before the phase-out, programming was moving in the direction of more BHN, from high level bureaucracy to grass roots, from university level to community involvement, from the cities to rural towns. The Foreign Ministry wanted very highly skilled technicians. The sectoral ministries were more content with less highly skilled PCVs.

512A5 Special Education and Rehabilitation	9/1978	9/1979	9/1980
volunteers on board	10	07	02
512A8 BA/SE Special Education	05	05	04

These are essentially the same programs which operate in different parts of the country. The PCVs in these projects work in all aspects of physical and mental retardation and handicaps: deaf, blind, physically disabled.

The objectives of the program are to assist the "special" persons to cope with their handicaps, and to train professionals in special education methods. The sites are almost 100% urban; the recipients are mostly youth and children (primary and secondary levels). The program size has remained constant. The host ministry was requesting as highly skilled PCVs as were available.

512A7 Youth Professionalization	9/1978	9/1979	9/1980
volunteers on board	09	07	01

also merged into this program are:

512B4 Vocational Education			
volunteers on board	05	03	02
512B7 Vocational Education			
volunteers on board	02	01	01

The objectives of this program are to design and staff programs to rehabilitate youths for productive and responsible roles in society; to develop training programs for host country guidance counselors, social workers and orphanges/juvenile home administrators. All the sites are urban; the recipients are from the lower class and at the secondary school level.

512B1 University Education	9/1978	9/1979	9/1980
volunteers on board	06	08	03
512B9 University Education/Research			
volunteers on board	05	04	04

The objectives of the program are to teach and conduct research in environmental sciences, agriculture, and health. The sites are all urban; the students are from the middle to upper class at the university level. This program was becoming smaller due to shifts towards BHN programming.

CHILE

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	100	89	100	67	54	86
# of Education PCVs	26	40	43	23	22	22
% of Education PCVs	26	45	43	34	41	26
# of Formal Education PCVs	4	7	3	0	0	0
# of Nonformal Education PCVs	22	33	40	23	22	22

Education programs include:

Youth Opportunity Development
Special Education Centers
Rehabilitation Centers for Juveniles
Physical Education/Sports
Agricultural Education
Forest Technician Training

COUNTRY OVERVIEW

Past trends in education programming have been away from university level or highly technical subjects, and away from physical education and sports; trends have been toward Special Education and Youth Rehabilitation programs. Present directions are toward modifications in Special Education and Youth Rehabilitation, such as: a move from diagnostic centers to grass-roots schools in smaller towns, and a move from government programs to private orphanages.

Programming successes have been Special Education and Youth Opportunity Development, because of the obvious needs these programs address and the high return of appreciation from clients. Failures have been Agricultural Education, because of lack of host government support, and Physical Education/Sports, because it was not a significant felt need.

Nonformal education programs include Juvenile Rehabilitation, Youth Opportunity Development, Forest Technician Training, and Agricultural Education.

Issues involving education programming in Chile include: placement of PCVs in more rural areas/small towns, working with more private agencies as opposed to government agencies, working more at the grassroots level as opposed to higher regional levels.

BHN directives have influenced educational programming as seen above. The Desk Officer knows of no effects in education programming coming from the Celeste December 1979 Education Memo.

In the past, the host government has requested a larger number of

highly skilled PCVs than Peace Corps could supply. With the recent shift to non-governmental agencies and grass-roots placements, Peace Corps is more able to provide the PCVs needed.

513C4 Youth Opportunity Development	9/1978	9/1979	9/1980
volunteers on board	17	28	36

This program has incorporated Special Education Centers (513A5), Rehabilitation Centers For Juveniles (513A6), Youth Opportunity Development (513A7).

In Youth Development, the PCVs are working with the staffs and youths of institutions for orphans, abandoned children, and "street children." In Special Education, the PCVs are working with retarded children and training the teachers recently assigned to special education. The objectives of the Youth Development component are: (1) to improve personnel capabilities, counseling techniques, and operating guidelines of the staffs in orphanages, and (2) to develop vocational training programs and job opportunities for the youths.

The objectives for the Special Education component are: (1) to assist trainable, mentally retarded children in becoming self-sufficient in the working world, (2) create work opportunities for the mentally retarded, and (3) develop parents' schools and community participation in treatment, prevention, and support.

The large majority of the recipients are from the lower class and live in small towns. This program addresses primary and secondary levels. The program will continue at the same size. This decision is based on the overall size of the PC/Chile program and limitations inherent in having just one Program Manager for this project.

Although there is a need for adult literacy programs in Chile, there is no demand for such programs at the present time.

513B3 Agricultural Education	9/1978	9/1979	9/1980
volunteers on board	04	04	03

The objectives of this program are: (1) to do applied research in horticulture and small animal husbandry, and (2) to teach compesino youth agriculture at the secondary school level. Most of the sites of this program are in the rural areas, but they are close to urban centers in which the universities and rural education centers are located. The program addresses lower class campesinos at the secondary level, and middle class university students.

This program is being phased-out because it has not been at a grass-roots level nor provided direct service to the most needy small farmers. Also, there was insufficient host agency support.

513B6 Physical Education/Sports	9/1978	9/1979	9/1980
volunteers on board	04	07	03

The objectives of this program are to teach physical education and to train youth in sports, especially baseball. The sites are small/medium size towns; the Desk Officer does not know the socioeconomic class of the recipients. The program addresses primary and secondary levels. This program is being phased-out because it does not meet BHN criteria, except for some association with the Special Olympics.

513B9 Forest Technician Training	9/1978	9/1979	9/1980
volunteers on board	01	01	01

PCVs in this project provide expertise to technical schools in the training of forest technicians, rangers, and workers. The objectives of the program are to teach silviculture and forest fire protection. The forest workers are from the lower class.

This program was begun only in FY '78 and never really got off the ground because it was judged non-BHN and of low priority at the time of the FY '79 CMP review. It is being phased-out.

COLOMBIA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	242	109	83	00	00	00
# of Education PCVs	57	47	26	00	00	00
% of Education PCVs	24%	43%	31%	00%	00%	00%
# of Formal Education PCVs	43	24	15	00	00	00
# of Nonformal Education PCVs	14	23	11	00	00	00

Education programs include:

Special Education and Rehabilitation
Education Development
Colombia/Special Olympics

COUNTRY OVERVIEW

The Peace Corps Program in Colombia has gone through a dramatic change in the last one-and-a-half years. When Richard Baca, the current Colombia Country Director took over in February 1979, PC/Colombia had approximately 250 volunteers. Now, as of the end of FY'80, there are only 83 volunteers remaining.

There are two main reasons for this drastic cutback. First, the Country Director felt that volunteers were not being placed according to need. He writes in the 1981 CMP: "Instead, it appeared Peace Corps/Colombia was assigning PCVs much as a placement service might: Agency X asked for a PCV of a particular skill and Peace Corps/Colombia tried to find one, or Peace Corps/Colombia was sent (asked for?) persons of no particular skill and tried to place them." Thus, the Country Director felt that placement must be based on a thorough needs analysis which considered how their skills might help resolve a particular problem. This firming-up of programming and placement led to a decline in requests for trainees. Secondly, and intimately connected, was that due to security problems, many areas of rural Colombia were being declared off limits to Americans. Peace Corps found that these were the very same areas where the Colombian Government offered the least services and where Peace Corps was most needed. While PC/Colombia managed to prevent a phased evacuation, PC/Colombia did cancel two large training groups. Thus, through normal attrition, PC/Colombia has shrunk to its present size.

The Peace Corps education sector in Colombia consists of three programs: Special Education, Education Development, and Special Olympics. Wilfredo Gonzalez, the former Deputy Director in Colombia, indicates that PC/Colombia pulled out of formal classroom education in the early and mid-1970s due to

nationalistic feelings in Colombia (i.e. Colombians did not want foreigners teaching in the formal school system). Because of this, PC/Colombia shifted its emphasis within the education sector to special education. This was due to the fact that the need was great, that the Government of Colombia provided very few services to people with special needs, and it was deemed a less sensitive area for Peace Corps. In 1978, the Special Olympics Program grew out of Special Education. Also in 1978, the Education Development Program was created. This program was formed to help the gamines, the run-away/abandoned youths who live in the streets of the major cities of Colombia.

The reduction in the size of the education sector since 1978 seems to be part of the overall PC/Colombia program reduction and not due to an expressed cutback in education. The future of the education sector depends, of course, on the status of the overall program in Colombia. However, barring a complete pull-out, the Special Education Program is expected to continue and probably will grow. The future of the Education Development Program is unknown as PC/Colombia is changing the focus of the program away from the project with the gamines. The Special Olympics Program is phasing-out in FY '81.

Several issues have been identified as important to education programming in Colombia. First, nationalistic feelings in Colombia have led to some anti-American feelings. What sorts of programming decisions should PC/Colombia make in light of this?

Secondly, as its level of development rises, Colombia can provide more and more of its manpower needs. Consequently, The Government of Colombia scrutinizes volunteers' credentials very carefully to see if they have the skills that the country needs assistance with at the present time. There is a real question as to whether Peace Corps will continue to be able to find the sort of education volunteer that will satisfy Colombia's current education needs.

514A5 Special Education and Rehabilitation	9/1978	9/1979	9/1980
volunteers on board	36	21	14

The volunteers in this program work in the public school system. Most of the schools physically section off children with special needs, predominantly the mentally retarded, from the rest of the school. As well as doing classroom teaching these volunteers are engaged in training Colombian counterparts and writing guides and manuals for other teachers to follow. A smaller number of volunteers teach blind/deaf students in a secondary vocational school for the blind/deaf. Most of these volunteers are located in the urban areas and serve a cross-section of Colombia's student population. Wilfredo Gonzalez expects that the program will grow some in the near future. This will depend however, on the number of schools which initiate the program. This is generally done by a group of concerned parents who ask school authorities to set up a program in their local school.

514A7 Education Development	9/1978	9/1979	9/1980
volunteers on board	14	23	11

Although this program is a potpourri, with some volunteers serving in essentially individual placements, the program was created so as to help meet the needs of the gamines, children who live in the streets of the large cities. Some of the volunteers worked as nonformal teachers, others served a big brother role and accompanied them as they ran in the streets. Several volunteers, who were carpenters, set up halfway houses and instructed the gamines on carpentry. Other volunteers in this program have taught swimming to the blind, worked in Boystown as music teachers, and taught practical agriculture techniques in nonformal settings. The children served by this program are very poor and generally live in the largest cities.

The future of this program is unclear. Coordination of the gamine project became very difficult during last year's International Year of the Disabled. Peace Corps had to diplomatically assist the President's wife and her program which at times was at odds with existing programs primarily in operation through the Church. The future of the project depends on the ability of PC/Colombia to locate other areas of need where Peace Corps' involvement is both appropriate and feasible.

514B0 Colombia/Special Olympics	9/1978	9/1979	9/1980
volunteers on board	07	03	01

The Special Olympics Program was set up by the Kennedy Foundation to encourage physical training for the mentally and physically handicapped around the world. PC/Colombia, which essentially initiated the program for Colombia, supplied volunteers to organize the games first at the school level, then at the regional, national and international levels. Most of the volunteers (as in all current programs in Colombia) served in bigger towns. The children served represented a cross-section of Colombian children.

The program was essentially a one-shot project, with the culmination being the international games and the development of a permanent operation to handle and coordinate all future events. The volunteers trained Colombian counterparts to continue working within the framework they had set up. Wilfredo Gonzalez says that PC/Colombia would like to have continued to place several volunteers to continue the nation-wide coordination of the program but the national office has been too slow in organizing its operation and fiscal support was not forseen. Therefore, the program is scheduled to phase-out upon the termination of the volunteer still serving.

COSTA RICA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	153	109	98	100	96	102
# of Education PCVs	36	19	24	24	12	27
% of Education PCVs	24%	17%	24%	24%	13%	26%
# of Formal Education PCVs	36	19	24	24	12	27
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Community Gardens
Special Education
Agricultural Education/Forestry

COUNTRY OVERVIEW

In the years from 1976-1980, PC/Costa Rica has gone to great lengths to shift its program profile to one that more closely meets BHN programming criteria. In fact, PC/Costa Rica initiated its own efforts in this direction before BHN was adopted as agency programming criteria. In FY'78, a number of programs were phased-out, including: English Teaching; Handicrafts; Municipal Development; and Physical Education Teacher Training. In 1979, the Music Instructors and Social Work Programs were also phased-out. Also, in 1979 the decision was made to phase-out of Special Education. Along with this, PC/Costa Rica decided to cut the Education Sector Program Manager and to reassign 25 education sector volunteers to other sectors (program managers).

PC/Costa Rica has created new programs which it sees as addressing BHN. Among the programs in which volunteers teach are the Community Gardens and Agriculture Education Programs. While PC/Costa Rica would like to increase the number of volunteers in both these programs, increases will depend on the perceived success of the Community Gardens Program and the ability of Peace Corps to recruit enough qualified applicants for the Agriculture Education Program (Peace Corps was able to fill only 3 out of 12 requests this year).

Several important questions have been identified concerning education programming in Costa Rica:

1. Do Peace Corps Teachers in direct teaching situations (as opposed to teacher training) in Costa Rica impact on enough Costa Ricans to justify the programs?
2. Is Peace Corps involvement in special education in Costa Rica inappropriate because of its non-BHN emphasis?

3. Can Peace Corps provide enough volunteers with agriculture degrees to make the Agriculture Education Program viable?

515A1 Community Gardens	9/1978	9/1979	9/1980
volunteers on board	10	10	18

The volunteers in this project set up community gardens and teach practical agricultural skills at primary schools. The purpose of the program is to improve Costa Rican's diets and nutrition by teaching children new farming methods and, hopefully, demonstrating that agricultural work is not demeaning or low status. The volunteers live in the larger towns but travel around to the smaller towns where the schools are located. Each volunteer is responsible for 10-15 schools. The students who are being taught are the children of small farmers or occassionally small storekeepers. Apparently this program has had mixed results. A number of school gardens have produced a significant quantity of food. At the same time the teacher training aspect of the program has been less successful as most of the regular teachers have not become involved in the school gardens and view the time when the volunteers work with the students as simply a free period for themselves. This program is expected to grow as it makes use of generalists who are skilled trained at the Centralized Agriculture Training Center in Costa Rica.

515A9 Special Education	9/1978	9/1979	9/1980
volunteers on board	19	09	06

Volunteers in this program have worked to organize the first Special Olympics in Costa Rica, to train teachers to work with mentally retarded children, to give in-class guidance to teachers working with children with learning disabilities and behavioral problems. Other volunteers have taught courses in total communications instruction and sign language to the deaf. Most of the volunteers also work in an extensionist role to increase the awareness of the community to the needs of people with special needs. Again most of the students come from families engaged in small farming.

The Special Education Program is being phased-out. The Country Director's explanation for the phase-out includes the budgetary difficulties Peace Corps is having, the shift in emphasis to lesser developed countries, the low rating received by special education as a BHN program in the Hatch-Bethune report, and the director's opinion that the project did not receive adequate support from the Ministry. Apparently, some of the volunteers in the program did not feel that the program should be phased-out as they felt that they were having a positive impact on a group whose needs the government historically neglects.

515C0 Agriculture Education/Forestry	9/1978	9/1979	9/1980
volunteers on board	00	00	00

The objective of this program is to establish or significantly improve courses in reforestation at sixteen vocational agricultural high schools. Volunteers are expected to train Costa Rican counterparts and through an extension program, which involves the high school students, to provide information and guidance to farmers who want to preserve or plant useful trees on their land. The high schools are located in rural areas (in towns of about 3,000) and the students come from the families of small farmers.

Both PC/Costa Rica and the Costa Rican Government were very dissapointed by the fill rate this program received, in this, the startup year. While 12 volunteers were asked for, only three were recruited and one of these terminated during training. PC/Costa Rica would like to expand the program if PC/Washington can find applicants with the necessary qualifications or if the Costa Rican Government will lower the skill requirements for the program.

EASTERN CARIBBEAN

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	180	122	120	91	125	127
# of Education PCVs	88	45	39	24	40	36
% of Education PCVs	47%	37%	33%	26%	32%	28%
# of Formal Education PCVs	88	45	39	24	40	36
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

EC Education Development
EC Special Education Development
EC Practical Education Development
EC Secondary Education Development

COUNTRY OVERVIEW

The years since 1976 have brought about a sharp decline in the percentage of volunteers involved in the education sector in the Eastern Caribbean (from 85% to 33%). Bob Barnes, the Country Director during this period, attributes the change in the program mix to a reorienting of PC/Eastern Caribbean's priorities towards agricultural projects which serve the rural poor. Within the education sector, PC/EC decided to phase-out the direct teaching of academic subjects in the secondary schools and emphasize practical and agricultural education outside the formal education setting. The phasing-out of the Secondary Education Development Programs is a major factor in the halving of the size of the education sector in the last two years. Also, the Educational Development Program, which concentrates on relevant curricula change, has dropped significantly in size since 1978.

The decrease in education volunteers has been concurrent with an overall reduction in Peace Corps/EC program size. Factors cited in this decrease were the scaling down of Peace Corps involvement in Barbados as well as the phasing out of secondary education. In general, the scaling down of Peace Corps' activity on any particular Eastern Caribbean island will decrease the overall program size as the problem of saturation levels does not allow for the replacing of volunteers on other islands. Over the next several years the size of the education sector will likely remain stable as special education scales down and more volunteers teach practical and agricultural education in the technical colleges and junior secondary schools.

Important questions involving education programming in Eastern Caribbean include:

1. How does Peace Corps help to make school curricula more relevant to the Eastern Caribbean's needs while many influential parents want their children prepared for traditional (British) exams?

2. Peace Corps feels that Eastern Caribbean is concentrating an inordinant amount of its educational resources on secondary education. What is Peace Corps' proper role in the educational sector in light of this?

3. Saturation of an island by volunteers ia a very real problem in the Eastern Caribbean. How does one apportion a limited number of volunteers in the various sectors?

4. Many teachers leave the Eastern Caribbean because of low pay and lack of opportunity. Is it worthwhile for volunteers to train teachers if many will leave the islands at a later date?

53812 EC Education Development	9/1978	9/1979	9/1980
volunteers on board	33	17	11

The EC Education Development Program, as all the education programs in E.C., is an aggregate program composed of a number of smaller educational development programs. Each island has its own ministries which create its own programs with Peace Corps. Thus, depending on the island, the role of the volunteer will change.

In general, volunteers in the education development programs seek to improve the scope and impact of the school systems by introducing needed curricula change and training teachers. For example, in Dominica, an agriculturally-based mathematics curriculum has been developed and implemented at Dominica's Community High School. On another island, volunteers are involved in introducing remedial reading programs at the junior secondary schools which provide vocational education for those students who are not going on to take their "O" level exams. Bob Barnes reports that volunteers will often live in a large town (since the islands are small) and commute to a number of schools within a district. This is a continuing program which is likely to remain at the same size over the next several years.

53813 EC Special Education Development	9/1978	9/1979	9/1980
volunteers on board	13	04	07

Most of the volunteers in special education programs in the Eastern Caribbean are teachers of the mentally retarded and the deaf. Peace Corps has been instrumental in providing appropriate, effective education

for children with special needs. In many cases volunteers have organized and set up the only special education schools on a particular island. In these schools the volunteer is generally the supervisor until counterparts can be taught. Volunteers also organize parents of the handicapped and help to raise funds both from private sources and through government grants. The children at these schools are from 5-15 years old and represent a cross-section of the population of the islands. Bob Barnes reports that special education programs have probably been the most conspicuously successful education programs in the Eastern Caribbean as very little was being done in this area before Peace Corps became involved. He also says that Peace Corps has been able to recruit volunteers who can perform well in this role. The EC Special Education Program has probably peaked in size due to the fact that there is only one school per island and counterparts, trained by volunteers, are now taking over the teaching positions.

538I4 EC Practical Education	9/1978	9/1979	9/1980
volunteers on board	20	18	20

The EC Practical Education Program represents the area of greatest growth within the PC/EC education sector. The former Country Director reports that about 8 (40%) of the volunteers in this program teach Industrial Arts and Home Economics, primarily at the junior secondary schools. The other 12 (60%) of the volunteers teach plumbing, masonry, auto mechanics, carpentry and refrigeration at two year technical colleges. The technical training colleges are located in the capital cities while the junior secondary schools are located both in the large cities and the rural areas. The students are the children of small farmers as the children of the elite do not generally follow a vocational curriculum. PC/EC expects this program to grow as the British are pulling out of the technical colleges and the island governments will need to rely on Peace Corps for more help in staffing the schools. This may be problematic, however, as Peace Corps cannot recruit people who are both highly skilled and who have teaching experience. Some of the volunteers are able to adjust to the teaching situation in the Eastern Caribbean while others can not. Peace Corps also expects an increased demand for volunteers to teach agricultural education in the junior secondary schools.

Secondary Education Development (no program number)	9/1978	9/1979	9/1980
volunteers on board	22	06	01

In the past, secondary education development programs made up the largest part of Peace Corps' involvement in the education sector in the Eastern Caribbean. Volunteers in this program taught Mathematics, General Science, English, French and Spanish. This helped the islands to provide a quality education for all children. Many of the volunteers acted as

replacements while islanders upgraded their teaching skills at teacher colleges or universities. Before the current BHN programming emphasis, PC/EC had decided to phase-out of the classroom teaching of academic subjects. This was due to the feeling among PC/EC country staff that it was more important for Peace Corps to concentrate its efforts in curriculum development, teacher training and vocational subjects. One volunteer may continue to teach in a secondary school in St. Vincent for the next several years.

ECUADOR

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	202	180	189	218	213	213
# of Education PCVs	53	35	35	54	44	44
% of Education PCVs	26%	19%	19%	25%	21%	21%
# of Formal Education PCVs	53	35	35	54	44	44
# of Nonformal Education PCVs	00	00	00	00	00	00

Education programs include:

Special Education
Vocational Education
Agricultural Education
University Education/Catolica

COUNTRY OVERVIEW

Over the last several years the PC/Ecuador education sector has decreased in size. This is mainly attributable to the gradual phase-out of the university education programs. These programs (University Education /Catolica and University Education/Politecnica) were not deemed to meet BHN programming criteria and PC/Ecuador believed that teachers for these universities were available through other sources. The phase-out of these programs is also in line with a general shift away from urban placements in Ecuador.

In both the Special Education and Vocational Education Programs, PC/Ecuador is exploring ways of placing volunteers in rural areas. In FYs '80 and '81, PC/Ecuador is placing several volunteers in each project in public schools located in small towns to act as pilot tests. While the Special Education and Vocational Education Programs have generally been successful, the Agriculture Education Program has been more problematic, as Ecuadorean teachers have felt threatened by the presence of volunteers and volunteers have felt that they have not been used properly in their schools. Volunteer dissatisfaction has led to a high termination rate. PC/Ecuador has recently placed five new volunteers in this program and is currently monitoring the success of this group. The program will likely expand moderately or else be phased-out depending on the success of this group.

Issues effecting educational programming in Ecuador include: whether Peace Corps education volunteers are serving in programs that represent both the area of Ecuador's greatest educational needs and areas in which they can be effective. Also, can volunteers serve effectively in the

public school system where they will have to cope with the jealousies of Ecuadorean teachers and the cheating and buying of grades by students?

518A6 Special Education	9/1978	9/1979	9/1980
volunteers on board	20	23	21

The objective of the Special Education Program is to teach handicapped children skills to enable them to become self-supporting. Volunteers give demonstration lessons in such areas as blind mobility and teaching methods for instruction of the mentally retarded. These lessons are observed by Ecuadorean teachers. Volunteers are working with the blind, retarded, and children with learning disabilities. As this program essentially represents a group of individual placements in a number of private and public institutions, both the jobs the volunteers do and the types of students taught are very diverse. While all the sites are urban (or close to urban areas), the Programming and Training Officer (PTO) reports that the majority of the children served are the poor, particularly at the institutions run by charitable organizations. The program has scored some significant institution-building successes to date, and has helped organize Ecuador's first Special Olympics.

The PTO reports that the program as presently conceived will likely stay at the same size for the next year or so. This is due, in part, to the fact that there are only a certain number of institutions which serve the handicapped, and Peace Corps is already providing volunteers to most of these. Also the Program Manager for this project is already handling all the volunteers and activities he is capable of. Nonetheless, PC/Ecuador is doing the preliminary groundwork for the placement of Special Education volunteers in rural areas in anticipation of a possible reorientation of the program. A move into this area would entail the utilization of nonformal methods in teaching the handicapped, as the volunteers would be working to organize and teach children where no institutional framework or support exists.

518A7 Vocational Education	9/1978	9/1979	9/1980
volunteers on board	09	02	08

Currently, volunteers in The Vocational Education program are primarily working as shop teachers in two institutions: Escuela Anzoategui in Guayaquil and Centro del Muchacho Trabajador in Quito. These schools train students in practical skills, primarily woodworking, welding, printing, and mechanics. The PTO says that the students served are the poor from urban slums, and while the students are primarily from the traditional school age population, some adults also attend the schools. He also reports that graduates of the schools can definitely find jobs at the end of their schooling.

As in the case of the Special Education Program, PC/Ecuador is trying to move volunteers in the Vocational Education Program out of the larger

cities into the small locales. This is because PC/Ecuador believes that the small towns are where the need is greater and PC/Ecuador feels that the above-mentioned institutions can soon staff themselves. PC/Ecuador has recently placed two volunteers in public vocational high schools in smaller towns. If this attempt is successful, the Vocational Education Program will likely be reoriented in this direction. Another possible area of reorientation is vocational education in prisons. While a pilot effort from FY '78 to early FY '80 was successful, political conflict within the Government of Ecuador has hindered the negotiation of an agreement with Peace Corps.

518B2 Agriculture Education	9/1978	9/1979	9/1980
volunteers on board	00	06	05

The purpose of this project is to supply volunteers to vocational agriculture high schools so as to teach practical, hands-on instruction in agricultural techniques. The PTO reports that these schools are located in small towns and that the students attending the schools are a mix of children from poor and working class families. Those children who graduate from the schools will generally go on to work as mid-level technicians for the Ministry of Agriculture, work on the administration of larger farms or enter companies or businesses related to agriculture.

The PTO says that this is currently the most problematic of all education programs in Ecuador. Though there are many requests for volunteers from school administators, the Ecuadorean teachers often do not understand the role of the volunteers and do not use their services properly. Tension between Ecuadorean teachers and volunteers have been excacerbated by the paying off of the Ecuadorian teachers by their students and the inability of volunteers to adjust to blatant cheating. While there have been some notable successes in this program, the failure rate has also been high. As was previously stated, PC/Ecuador will carefully monitor the success of a new group of five volunteers (beginning service in early FY '81) before determining whether it will continue or phase-out the program.

518B4 University Education/Catolica	9/1978	9/1979	9/1980
volunteers on board	14	04	01

In 1978, 14 volunteers were involved in university education programs at Catolica and Politecnica. These volunteers taught mathematics, computer science, and industrial arts machinery operation and maintenance. Due to the non-BHN emphasis of the program and the belief among PC/Ecuador staff that qualified Ecuadorean teachers could be hired, the programs are being phased-out. The phase-out will be complete upon termination of the volunteer now serving.

HONDURAS

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	180	197	225	239	160	169
# of Education PCVs	57	61	69	44	35	28
% of Education PCVs	32	32	32	19	22	17
# of Formal Education PCVs	57	60	67	39	35	22
# of Nonformal Education PCVs	0	1	2	5	0	6

Education programs include:

Teacher Training
Rural Pilot Schools
Pre-Service Teacher Training
Pre-School Education
Special Education
Occupational Training
Agricultural Education
Laboratory Science Training
Health Personnel
Adult Basic Education

COUNTRY OVERVIEW

Past trends in education programming have been in the direction of pre-school curriculum and program development, primary school teacher training, and community involvement activities. Other priorities have been special kinds of projects of high importance to the host government (i.e., sports education, special education). Vocational education and refresher courses for rural teachers have been other trends.

Future directions will include adult nonformal education and home/garden/lifeskills education. More emphasis will be placed on vocational education. There will be an increase of rural and small town assignments as certain urban assignments reach completion.

The programming successes include: (1) the national pre-school program, and (2) special education programs that focus on early detection and parent involvement. There has been a failure of support from the Ministry of Education for the most rural assignments, which has resulted in a higher than average termination rate. Many host teachers do not want to be placed in the rural areas and because of this there are problems for the PCVs in these rural schools. Adult Basic Education is a nonformal education program.

There are several important issues concerning education programming.

First, there is lack of/sporadic support from the Ministry of Education for PCVs in isolated rural areas. Another issue deals with problems volunteers encounter on their jobs. These include: (a) introducing new teaching methods when the host country emphasis is on rote learning, (b) teaching students who demonstrate little intellectual independence and curiosity, and (c) dealing with the bureaucracy within the Ministry of Education. Finally, the Ministry of Education would like higher skills/experience in PCVs.

It should also be noted that education programming has not been influenced by BHN directives because the programs were already designed to respond to basic human needs.

522B0 Teacher Training	9/1978	9/1979	9/1980
volunteers on board	17	16	20

All the PCVs in this program are assigned to the Ministry of Education. They plan and carry out short courses for government teachers; they also conduct working visits to schools throughout Honduras. The objectives of the program are: to provide in-service teacher training to an average of 30 teachers in each of the 20 laboratory elementary schools, and to train personnel for and set up demonstration laboratories in home economics/nutrition and industrial arts.

The sites are 20% large cities, 50% provincial towns, 25% rural areas, and 5% other. The students come from the lower or lower-middle class. The program addresses both the primary and secondary levels. This program is remaining stable in size due to wishes of PC/Honduras and the Ministry of Education.

522A3 Rural Pilot Schools	9/1978	9/1979	9/1980
volunteers on board	16	14	18

The PCVs in this program are assigned to primary schools in small towns, villages, and rural areas. They work with students, teachers, school administrators and the families of the students. Key activities include raising small animals (rabbits, chickens), home and school gardens, and craft-making. The objectives of the program are to assist 50 key pilot schools by: training 200 rural teachers by 1983 in the skill areas of food crop production, care of bees, chickens, rabbits, and pigs, and by training these teachers in simple carpentry, nutrition, homemaking, in order to make primary level instruction relevant to the needs of Honduran rural children.

All the sites are rural based. The recipients are lower class (i.e., small town peasants) but not the poorest of the poor. The program addresses primary school students, their teachers and families, and community leaders. The program is remaining stable at this time. PC/Honduras has had some problems in getting host teachers to cooperate with the program.

522C2 Pre-Service Teacher Training	9/1978	9/1979	9/1980
volunteers on board	04	07	07

The PCVs in this program teach courses in the national teacher training college; they are also involved in other activities to build positive rapport with their counterparts and students. The objectives of the program are to establish by 1981 on-going teacher training programs in technical education, home economics and nutrition, industrial arts, guidance and counseling, physical education, and educational technology for 250 students attending regular and career development courses at the national teacher training college.

The sites are urban. The students are from the lower and lower-middle classes. The program addresses the university level. This program is gradually being phased-out as the objectives are being met.

522B1 Pre-School Education	9/1978	9/1979	9/1980
volunteers on board	06	05	05

The PCVs in this program work in the national pre-school program. Their activities include materials preparation, courses, on-the-job training, team-teaching, community development and involvement. Some PCVs have also worked in the Ministry of Education in institutional development.

The objectives of the program are: to establish by 1983, in five selected regions of the country, a program of pre-school development by setting up in-service teacher training courses with an average of 10 students each for the training of future pre-school curriculum assistants; to develop in-service teacher training courses for an average of 30 teachers yearly per region; to initiate in each of the five regions programs in health, nutrition, and social promotion within the communities where the pre-schools are located.

The sites are 35% urban, 40% small town, 25% rural. The client population is from the lower class, and the program addresses the pre-school level.

The program is being phased-out over the next few years as the goals are accomplished. The machinery and ministerial organization has been set up, and the program will be taken over by host people.

522B3 Special Education	9/1978	9/1979	9/1980
volunteers on board	05	04	04

PCVs in this program have backgrounds in deaf education, education of the blind, work with the mentally and emotionally handicapped, and similar fields. They work with the Ministry of Education and the National Social Welfare Board. PCV activities include direct teaching, on-the-job training/team teaching/in-service training, basic research and curriculum development.

The objectives of the program are: to plan and execute a national study of the special education and rehabilitation needs of the country in conjunction with the Regional Center for Special Education and the National Commission for Special Education; to set priorities for fulfilling the needs of the nation's handicapped; and to train 50 specialists by 1982 and recommend new services that need to be established.

The sites are urban; the recipients are lower and middle-class children and adolescents. The program size is remaining stable due to limited programming opportunities (it is organized through the President's Commission), and problems with fill factors. If the requests were increased, there would be fill shortages.

522B6 Occupational Training	9/1978	9/1979	9/1980
volunteers on board	02	05	04

This program involves PCVs with backgrounds in vocational education, industrial arts, and skilled trades who serve as technical trainers for the students in the national vocational schools.

The objectives of the program are to assist the Honduran Institute for Worker Training in the teaching of technical courses (auto mechanics, foundry, refrigeration) to adolescents 15 to 18 years old who have not attended secondary school and to adults with little or no formal education.

All the sites are urban; the recipients are from the lower class. This program addresses all levels from secondary upwards. The program is gradually growing, but is dependent upon AID funding. Fill is sometimes a problem because applicants with skilled trades backgrounds are scarce.

522C3 Agriculture Education	9/1978	9/1979	9/1980
volunteers on board	01	01	04

The PCVs in this program teach agricultural subjects in one of two technical schools. The objectives of the program are to provide instruction in priority agricultural subjects during a four-year period allowing at least 10 local instructors to earn advanced degrees elsewhere which are required by new teaching standards set by the schools.

Both technical schools are in secondary cities; the program addresses lower and lower-middle class students at the university level. The program is gradually expanding due to increased demand on the part of the host government. Fill is a problem due to the degree of technical expertise necessary.

522C1 Laboratory Science Training	9/1978	9/1979	9/1980
volunteers on board	03	06	03

PCVs in this program teach science at the junior high level. Secondary

projects involve teaching additional courses, such as educational psychology, to teachers. The objectives of the program are: to reorient the teaching of science by improving the uses of lab facilities in 17 pilot secondary and 4 normal schools; to develop guidelines for use of science labs; to work to a multiplier effect with in-service training to teachers in elementary and secondary schools within the regions; to develop new materials relying on locally available items.

The sites are 25% urban, 50% small town, 25% rural. The students are from the lower class, and the teachers are from the middle class. The program addresses the secondary level and teachers. The program is phasing-out because the goals have been met.

522B7 Health Personnel	9/1978	9/1979	9/1980
volunteers on board	03	02	02

PCVs in this program are graduate nurses who teach at the national nursing school and provide on-the-job training and consultation in the affiliated hospital. The objectives of the program are to have trained the following personnel by 1982: 200 auxiliary nurses, 30 x-ray technicians, 30 anestheists, 25 hospital maintenence personnel, and 30 lab technicians.

All the sites are urban; the recipients are lower and middle class. The program addresses the university level. The project is getting smaller because the goals are being accomplished and it may phase-out in the next few years.

522C9 Adult Basic Education	9/1978	9/1979	9/1980
volunteers on board	00	01	02

PCVs in this program work with the Officer of Adult Education and Literacy Training as teachers, promoters, and in the development of materials. The objectives of the program are to work with the Office of Adult Education and literacy to develop a more comprehensive outreach program, especially in the rural areas.

Most sites are in rural areas or small towns; the recipients are adults from the lower class. This program is just getting started after years of planning with the government. It will probably stay small because of political reasons.

JAMAICA

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	108	164	121	84	82	65
# of Education PCVs	71	60	53	41	36	34
% of Education PCVs	66%	37%	44%	49%	44%	52%
# of Formal Education PCVs	59	33	31	35	22	28
# of Nonformal Education PCVs	12	27	22	06	14	06

Education programs include:

Agricultural Development
Social Development
Rural Educational Development
Teacher Training
Cultural Development

COUNTRY OVERVIEW

During the last several years (1977-1980), PC/Jamaica has shifted its emphasis, within the education sector, away from art education and early childhood education and towards the teaching of agricultural and practical skills. At the same time PC/Jamaica has continued training teachers in special education and guidance counseling. This shift has occurred because of the emphasis the Jamaican Government has been putting on food production as well as the BHN programming philosophy of Peace Corps/Washington.

PC/Jamaica has also noted that within the Teacher Training Program, volunteers training special education teachers and guidance counselors have been better accepted and more successful than teacher trainers in early childhood development. The cutting back of teacher trainers in these other subject areas (childhood education, art) has led to a halving of the size of the program since 1978. This is the main reason for the drop in the overall numbers of volunteers within the education sector.

Also contributing slightly to the decrease of numbers is the absence of volunteers in the Vocational Rehabilitation/Trades Training Program. In the past, volunteers in this program have taught vocational skills to the handicapped. Currently, there are no volunteers in this program because of a reorganization within the sponsoring Jamaican agency. PC/Jamaica expects to resume this program in 1981 and has requested 8 volunteers.

Several important issues pertaining to educational programming in Jamaica have been identified. First, in Jamaica, a relatively developed

Peace Corps country, teachers do not respect volunteers who do not have high qualifications, particularly when those volunteers are to serve in a teacher training role. Can Peace Corps recruit enough highly skilled volunteers to make a continuation of the Teacher Training Program viable?

Another issue is whether or not it it appropriate to place volunteer teachers in schools where they are essentially being used as cheap labor and where the schools, with a reallocation of resources, could afford to pay Jamaican teachers?

532A2 Agricultural Development	9/1978	9/1979	9/1980
volunteers on board	02	04	04

The volunteers indicated in the figures above are agricultural educators. There are many other volunteers in this program but they play an extensionist role, primarily in fisheries. These volunteers teach in secondary schools in the small towns and villages. This program is part of the Jamaican Government's attempt to stem the flow of youth into Kingston and make them productive in their villages. The students taught by volunteers in this program are the rural poor. Although Peace Corps expects this program to continue, Don Galloway (the former Peace Corps Country Director) says that the program will likely diminish in size if the new government shifts its emphasis away from agriculture in favor of small manufacturing.

532A3 Social Development	9/1978	9/1979	9/1980
volunteers on board	07	21	21

Jamaica has singled out youth and women for special attention during the five year planning period from 1978-1983. Volunteers in the Social Development Program seek to promote better health and discipline as well as positive work attitudes and self confidence by working with a number of different youth related programs. Volunteers, who are being requested to start training in winter 1981, will work as assistant girl guides trainers, child care specialists, craft tutors and physical education instructors. These volunteers will work in both the countryside and in Kingston. In general, the recipients of this program are the children of small farmers and sugar industry workers who rank among the poorest labourers in Jamaica. PC/Jamaica expects to expand this project during the next several years and feels it is realistic to do so because these projects are supported by the communities served as well as foreign assistance agencies (i.e. the Jamaican Government will not have to be relied upon for resources).

532A4 Rural Educational Development	9/1978	9/1979	9/1980
volunteers on board	05	06	01

The overall goal of this project is to improve the quality of life in specified areas of rural Jamaica by providing continuing education to isolated rural communities and by assisting them with projects designed to improve their standard of living. In reality this is a community development program with volunteers assessing the needs of the community and then trying to develop short practical training courses for the youths of the community. One volunteer recently set up a project to demonstrate techniques of rabbit raising. While this program was expected to expand in 1978, it is now in a phase-out mode because of the lack of organization and funding and because of personal danger to volunteers at certain posts. No future trainee input is expected in this program, but PC/Jamaica is intending to set up a similar type of program (with a different program manager) in conjunction with Catholic Relief Services in the near future.

532A6 Teacher Training	9/1978	9/1979	9/1980
volunteers on board	41	23	20

Teacher trainers are working in two general areas: guidance counseling and special education. In counseling, volunteers are teaching counselors methods of working with adolescents around such issues as self-concept and career development. This program has broadened its scope from secondary schools to include all educational levels including teacher training colleges. In the special education component, volunteers, working in conjunction with the Ministry of Education and several volunteer agencies, work with the deaf (preschoolers to adults), children with learning disabilities, and the physically and mentally handicapped. The program advocates the testing of children at an early age for the detection of problems related to the above.

The schools are located in the biggest cities. The former Country Director reports that the students who live-in at schools tend to be from the poorest segment of the society, while the children with learning disabilities, who are day students, represent a cross-section of Jamaican children. The special education component of the program is expected to grow as the Society for the Deaf, the Salvation Army, and the School of Hope are all making new requests for volunteers. The guidance counseling component is expected to continue at the same size. A third component, early childhood education, has been phased-out, due to its lack of success.

532B1 Cultural Development	9/1978	9/1979	9/1980
volunteers on board	09	05	07

Volunteers in this program are placed at the School of Art, an art college, located in Kingston. The original project plan states that the project would not only enhance cultural development but provide marketable skills for young artists particularly in light of the tourist trade in Jamaica. However, the former Country Director states that the program

was created mainly as a political favor. The program is being phased-out now due to its non-BHN emphasis. Volunteers who are artists will be shifted into the Social Development Program which seeks to work with groups such as the Rastas who want to develop their artistic capabilities and their self-reliance.

PARAGUAY

	9/1978	9/1979	9/1980	1980TR	1981TR	1982TR
# of PCVs	155	148	133	96	93	95
# of Education PCVs	27	51	34	19	22	20
% of Education PCVs	18	35	26	20	24	21
# of Formal Education PCVs	19	35	29	19	22	20
# of Nonformal Education PCVs	8	16	5	0	0	0

Education programs include:

Agricultural Education
Basic Skills/Primary Education

COUNTRY OVERVIEW

Past trends in education programming have been in the direction of more teacher training in small, rural, primary schools and vocational education in primary and secondary schools. Future directions will focus principally on rural teacher training.

Programming successes have been with the rural schools, because there is a real felt need, the task is not too sophisticated, and the job satisfaction is high. Less successful have been teacher training/educational development in urban centers because of lack of support, and Agricultural Education because it never reached the small farmers. Agricultural Education is a nonformal education program.

The main issues facing education programming are relations with the Ministry of Education, plus insistence by its high level officials on involvement in details of Peace Corps programming. Also, there has been a difference of opinion in placement of PCVs. The host government wants PCVs in both its experimental urban centers and rural schools, while Peace Corps prefers placing PCVs in rural schools.

BHN programming consolidated a move to rural, poor, grass roots placements. The Desk Officer knows of no effects coming from the Celeste December 1979 Education Memo.

526A5 Agricultural Education	5/1978	5/1979	9/1980
volunteers on board	08	16	05

The PCVs in this program work at an agricultural research center which experiments with crops, soils, and other aspects of agriculture.

The objectives of the program are to discover, demonstrate, and disseminate better ways of growing healthy, productive crops. Although the desired intent of the program is to share the research results and experimental programs with small farmers, in practice it is mostly the larger landowners who take advantage of the research. The program addresses the adult level.

The project was cut in half in FY '80 and will be maintained at a minimal level. Although the project was not too successful, it was decided to continue the project because the founder of the research center where the PCVs work is presently the Minister of Agriculture.

526A6 Basic Skills/Primary Education	9/1978	9/1979	9/1980
volunteers on board	19	35	29

This program has two major components: rural schools, with PCVs teaching alongside of and training teachers working in small rural primary schools; and educational centers, with PCVs specializing in distinct aspects of education and working in urban experimental schools, both primary and secondary. The Vocational Education program was merged into this program due to its small numbers.

The objectives of the program are to teach children, but more importantly, to transfer teaching and educational development skills to other teachers.

The sites are 80% rural and 20% urban. The recipients are almost all poor campesinos; some of those in the urban centers are middle class. The program addresses primary, secondary, and some teacher training schools.

The rural school component is being maintained at a high level. The urban center component has been slightly decreased. If it were not for political reasons (the centers are a pet project of a high government official) Peace Corps involvement might be discontinued altogether.

☆U.S. GOVERNMENT PRINTING OFFICE: 1986-620-622/40691

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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